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ABSTRACT

This report presents findings from a study of dropouts and students at risk in Chicago public schools. It is divided into five major chapters. Chapter 1 describes the study's grouping of Chicago high schools into four "types": selective academic; selective vocational; non-selective integrated; and non-selective segregated. A racial-ethnic breakdown of enrollment in each of the four types of schools is given for the freshman classes of 1978, 1979, and 1980. Chapter 2 presents dropout statistics for those classes, broken down by type of school and a variety of different characteristics, including race/ethnicity; gender; race/gender; age; performance on minimum competency tests; reading and mathematics achievement in Grade 6 and as entering freshmen; and grade level at time of dropping out. Chapter 3 provides results of a survey of all public high school principals which contained twenty questions ranging from asking principals to identify the major forces that contribute to student dropping out to seeking their advice about how to solve the dropout problem. Chapter 4 examines Chicago's dropout rate and economic future in comparison with other major cities. Finally, Chapter 5 presents an annotated bibliography of dropout-related research. An appendix presents responses from the high school principal survey. (KH)

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A REPORT TO THE CHICAGO BOARD OF EDUCATION
AND THE ILLINOIS ATTORNEY GENERAL

WE HAVE A CHOICE*

STUDENTS AT RISK OF LEAVING CHICAGO PUBLIC SCHOOLS

---

by

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DE PAUL UNIVERSITY
Chicago Area Studies Center
Center for Research on Hispanics

MARCH, 1986

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THE CHICAGO BOARD OF EDUCATION

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EXECUTIVE SUMMARY

› › › While previous studies based upon system-wide dropout rates suggested that there is a racial/ ethnic difference in dropout rates, the present study suggests that there is little difference between dropout rates for racial/ethnic groups if they attend the same type of school (i.e., Selective Academic, Selective Vocational, Non-selective Integrated, Non-selective Segregated).

› › › The focus of dropout retention programs should be the classroom since the youths most at risk of leaving school are often overage, have failed minimum competency tests, and are behind level in reading and mathematics.

› › › Intervention to help a student at risk should be initiated before 11th grade since a great number of the students at risk will have left school before junior year.

› › › Principals perceive course failures as the most important reason for students dropping out of school.

› › › Chicago high school dropouts earn at least $5,000 less each year than high school graduates. In 1980, Chicago had about 180,000 more high school dropouts than the national dropout rate would predict. Each year, these extra 180,000 high school dropouts contribute at least 22.8 million dollars less in state income taxes than high school graduates.

THE AUTHORS:

Rev. Charles L. Kyle Jr., Ph.D., is adjunct research associate for DePaul University Chicago Area Studies Center. Father Kyle was granted three fellowships from Northwestern University's Center for Urban Affairs and Policy Research while working on his Ph.D. His dissertation was sponsored by the National Center for Bilingual Research, Aspira Inc. of Illinois, the Mac Arthur Foundation and the Hispanic Policy Development Project, and reported that official dropout statistics reported by the Illinois State Board of Education and the Chicago Public Schools were inaccurate. Father Kyle's numerous task force memberships include U.S. Senator Paul Simon's Task Force on Chicago Public Schools, Illinois State Task Force on Hispanic Student Dropouts, Task Force of Chicago Public Schools on Dropout Reduction, Mayor Washington's Task Force on Youth Crime Prevention, and Cardinal Bernardin's Task Force on Gangs. Father Kyle holds his Ph.D. in sociology from Northwestern University.

Dr. John J. Lane, a former school administrator, is professor of educational administration and policy studies in DePaul University's School of Education. He is widely published in the area of educational evaluation and policy analysis and has a book in progress to be titled, "Effective Schools: Research and Practice." He is co-author and editor of three other books on the subject of educational administration: *The Making of a Principal*; *Management Techniques for School Districts*; and *Marketing Your District's Services: A Practitioner's Approach.* He currently serves as consultant to the Chicago Teacher's Union on the issues of educational reform and principal credentialing; and is a consultant to the Principal Selection Committee of the Archdiocese of Chicago, the Curriculum Study Group of the Chicago Public Schools, and the Chicago Panel on Public School Finance. Dr. Lane holds his Ph.D. in education from the University of Wisconsin-Madison, and has completed post-doctoral work at Harvard University.

Dr. Joyce Sween is professor of sociology and public administration in DePaul's College of Liberal Arts and Sciences. She is a leading authority on evaluation research, statistical methodology and regression discontinuity designs. She has published more than 40 articles on the subjects of education, fertility, urbanization, bilingual education, Japanese quality circles and women's work. Her papers have been presented in West Africa, Israel, Sweden, Canada, Bulgaria, Guatemala, and Mexico. She is recognized for her computer analysis of large-scale data bases, including that of the census of the country of Cameroon, in West Africa, and of the National Science Foundation's fellowship program dealing with 200,000 science doctoral recipients. Dr. Sween has served on task forces including the U.S. Presidential Task Force on Violence for which she analyzed public reaction to the assasination of Dr. Martin Luther King Jr. She is currently the evaluator of a four-year high school dropout prevention demonstration project sponsored by Coca-Cola and Aspira Inc. of Illinois, and of the Hispanic Alliance Consortium for the Ford Foundation. She holds her Ph.D. in psychology and evaluation research from Northwestern University, where she was a university fellowship holder for three years.

Dr. Armando R. Triana is director of DePaul's Center for Research on Hispanics. He is the editor of the book, *Hispanic Business and Economy in the 1980's*, and has completed several studies on the subject of Hispanics as business owners and consumers. He is currently conducting research on female entrepreneurs. He has served on committees and task forces for the Illinois Baord of Higher Education, Economic Development Department of the City of Chicago, U.S. State Department, and currently chairs the Mayor's Task Force on Hispanic Development. Dr. Triana holds his Ph.D. in management from Northwestern University.

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Chicago Board of Education President George Munoz and Illinois Attorney General Neil Hartigan are committed to Chicago. Their desire to have the Chicago Public Schools take national leadership in renewing its educational system was the "sine qua non" for the initiation and successful completion of this study. This project was operationalized in record time by the Instruction Committee of the Chicago Board of Education due to the leadership and dedication of Board Members Mrs. Rosemary Janus, Mr. Raul Villalobos, Esq., Dr. Frank Gardner, Ms. Myrna Salazar, and Mrs. Betty Bonow. Cooperation and encouragement was consistently given by the entire Board. First Assistant Illinois Attorney General Michael Hayes was always available to the researchers and gave them many valuable insights. General Superintendent Manford Byrd and Deputy Superintendent Joseph Lee were always helpful and gracious.

The DePaul research team included the following outstanding young scholars: Graduate Research Assistants Marisa Alicea of Northwestern University and Olga Reyes of DePaul University; Graduate Assistants Diane Bryniarski, Barbara Churchill, Vidal Cruz, Patricia Fasso, and Patricia Garrity of DePaul University; Undergraduate Students Maria Perez, Jim Sween, Anna Moley; Joseph Baker of DePaul University's Sociology Computer Skills Laboratory was very helpful as computer consultant to the project; Roberto Rivera, the Executive Director of the Chicago Intervention Network, and William Rohan provided invaluable guidance in conceptualization and design of the project.

Support and encouragement were continually given by the administration and faculty of DePaul University. Dr. Richard Meister, Dean of the College of

Liberal Arts and Sciences, and Dr. Teresa Baker, Director of the Chicago Area Studies Center, were critical actors in the initiation and support of this study by the University. Reverend John T. Richardson, President of DePaul University, and Vice President Patricia Ewers were very supportive. The project profited by the wisdom and assistance of the following members of the DePaul faculty: Associate Vice President Dick Yanikoski, Dr. Marjorie Piechowski, Dr. Ken Fidel, Dr. Rafaela Weffer, Dr. Judith Bootcheck, Sylvia Herrera, Esq., Kathy Wiggins, and Rebecca Alvin. The study also was the recipient of generous in kind services from the following administrative assistants at DePaul: Sandra Gula Gleason and Karen Stoessel.

Helpful suggestions were given by colleagues at other universities. Included among these were: Dr. Nancy Di Tomaso of Rutgers University, Dr. David Torres of the University of Arizona, and Dr. Irving Spergel of the University of Chicago.

Dr. Salvatore Vallina was the overseer of the project for the General Superintendent. His skill and energy facilitated quick cooperation in numerous requests related to data collection. Dr. Irving Brauer, Director of the Office of Research and Evaluation, and Dr. William Rice, Director of Technical Services could not have been more impressive in both their cooperation and expertise. We are especially indebted to Ms. Jacqueline Harvey of that Department whose expertise as programmer was critical in the merging and analysis of various data. Our thanks go also to Tomas Revollo, Robert Kelley, Dr. George Ricks, Jack Mitchell, Dr. Ora McConnor, Dr. William Jones, Richard Mosely, Miguel Arroyo, Dr. Hamilton McMaster, Sharon Goldberg, Carol Heinrich, George Sims, Dr. John Graven, Clifford Cox, Frank Guerrieri, Laurel Spitzbarth, Philip O'Donnell, Angela Miller, Jesus M. Sosa, Natilie Brooks,

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While our gratitude is extended to all those named above, the authors take responsibility for all opinions and errors that may be found in this text.

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INTRODUCTION

This report was prepared at the request of the Chicago Board of Education and the Attorney General of the State of Illinois. It is an independent report on "Students At Risk of Leaving Chicago Public Schools." The DePaul University research team was contracted to perform this study by the Chicago Board of Education and the Illinois Attorney General. Throughout the duration of this project, the DePaul University research team received exemplary cooperation from the administration and staff of the Chicago Public Schools. The sponsors of the project mandated this team to give an empirical overview of key characteristics of students at risk of leaving high school. It is hoped that the identification of these characteristics will lead to their remedy.

Self examination is not easy. It is to the credit of the Chicago Board of Education, and the administrators and staff of the Chicago Public Schools that this study was initiated. A summary of dropout studies conducted in 15 American cities (prepared by the the Congressional Research Service) indicates that Chicago is ahead of most major cities in recognising it has a dropout problem of major proportions. Chicago is alone among these major cities in empirically assessing on a system-wide basis who the students at risk are.

Over the past two years, there have been three research studies on the dropout problem in Chicago as well as a state legislative investigation. The Aspira Chicago Hispanic Dropout Study (Aspira Inc. of Illinois, 1984 and Kyle, 1984.) established the magnitude of and the reasons for the Hispanic dropout problem in two high schools in the Humbolt Park and West Town neighborhoods in Chicago. Kyle reported that "bogus" formulas were used in the computation of the dropout rates for Chicago Public High Schools. It also found that students reported fear of gangs, pregnancy, and being told to leave school by administrators as the reasons most often given by students for leaving these schools.

On February 9, 1985, Designs for Change (Moore. 1985) released The Bottom Line: Chicago's Failing Schools and How To Save Them. This study found that of 39,500 students who entered Chicago Public High Schools as freshmen in 1980, only 18,500 completed school in 1984. Of the 18,500 graduates in the class of 1984, 12,500 did not read at 12th grade level. The study concluded that many children were leaving Chicago's elementary schools unprepared for high school work with most not having adequate reading skills.

This study also reported dropout rates and reading achievement by type of school. Four types of schools were identified: 1) selective academic; 2) selective vocational; 3) non-selective integrated; and 4) non-selective segregated. The most severe problem identified by the Designs for Change research was the poor elementary school preparation of ninth graders who entered non-selective segregated high schools. (Non-selective segregated high schools constitute nearly two-thirds of the entire high school enrollment in Chicago.) Finally, an agenda was given for achieving quality schools iin Chicago. This ten point agenda for improvement was based on effective school concepts which have proved successful in other large city school systems. According to Designs for Change, the implementation of this agenda is seen as essential to rescuing Chicago's failing school system.

On April 24, 1985, the Chicago Panel on Public School Finance (Hess and Lauber. 1985.) released Drop Outs from Chicago Public Schools. This study included a careful calculation of the dropout problem in Chicago Public High

Schools. The study indicated a 43% dropout rate for the class of 1982, with comparable figures for the classes of 1983 and 1984. Hispanics and blacks were found to be most likely to drop out. A major conclusion of the CHIPS study is that the Chicago Public High School System tends to channel dropout prone students to inner city black and Hispanic high schools.

The Illinois State Task Force on Hispanic Student Drop Outs issued its investigative results to the Illinois General Assembly on March 15, 1985. The report was titled A Generation Too Precious To Waste. In addition to confirming the previous research on the magnitude of the problem (i.e, "the Task Force found the Chicago Public School System reported a 8% dropout rate, whereas, the State Board of Education reported a 48% dropout rate in Chicago for the same class." p. 2), the Task Force report related the dropout problem to the state's lack of economic development.

Many recommendations made by the Task Force were enacted as law. Among the laws passed which are based on these findings include the following: 1) establishing a uniform (grades K through 12) statewide definition of a drop-out; 2) mandating the yearly reporting of dropout rates to the Governor by school by sex and by race; 3) requiring the Auditor General to inspect the dropout reports for compliance; 4) making the falsification of dropout reports a class A misdemeanor; 5) requiring a 250 to 1 student to counselor ratio by 1990; 6) providing funding for summer school, after school programs, and alternative high schools; and, 7) the enlisting of the help of institutions of higher education in the rescue of secondary and elementary schools through the Educational Partnership Act. While the legislative mandate of the Task Force was to focus on Hispanic student problems, its findings and remedial initiatives are statewide in scope and applicable to all racial/ethnic groups.

Important related research was done by Gary Orfield (1985) on minority preparation for and access to higher education; by Irving Spergel (1985) on the gang problem and the Chicago Public Schools; and by Angela Miller (1985) on dropout prevention activities at Juarez High School. In addition, Substance magazine which is published by substitute teachers in the Chicago Teachers Union has carried important articles on this topic written by Marty Gartzman.

The present study, We Have A Choice, conducted by the Chicago Area Studies Center and the Center for Research on Hispanics of DePaul University, complements a community movement in Chicago to better its schools. This study also complements the work of U.S. Senator Paul Simon's Task Force on the Chicago Public Schools. It is hoped that these findings will contribute to the national understanding of the dropout problem and assist in the passage of the Drop-Out Retention Act sponsored in Congress by U.S. Representative Charles Hayes and sponsored in the Senate by U.S. Senator Paul Simon.

The title chosen for this report is taken from a mural painted by community youths in Logan Square titled "We Have a Choice." The dropout rate in Logan Square is catastrophic. The theme of the mural is "make the right decision and stay in school." The artistic director of the project is Mr. Jose Luis Berrios who epitomizes the high-risk youth.

Society, like the youths themselves, has a choice concerning students who are at risk of leaving school. That choice is whether or not we make available the remedial help needed for these young people to make it.

CHAPTER ONE

SELECTIVE AND NON-SELECTIVE HIGH SCHOOLS: WHO ATTENDS WHICH SCHOOLS?

The findings of this study are presented in relationship to the types of schools which the students attended. Designs for Change (1985) used four types of schools in the presentation of their data and its analysis. These types are: 1) Selective Academic; 2) Selective Vocational; 3) Non-selective Integrated; and 4) Non-selective Segregated. This study makes use of these same four groupings.

A Selective Academic high school is the "cream" of the Chicago Public High School System. (The following high schools are considered in this report to be Selective Academic: Lane High Technical School, Whitney Young Magnet High School, and Lindbloom Technical High School.) Only 6.9% of all entering freshmen are accepted into a selective academic high school. The graduates from these schools are expected to be college bound. Typically, the principals of these high schools have a great deal of freedom in their choice of faculty.

A Selective Vocational high school is also a high school which can screen its admissions and has higher standards for entering freshmen. Though these schools are vocational schools, they offer courses which prepare most students for post secondary education. (Included in this report as Selective Vocational high schools are: Chicago Vocational High School, Prosser Vocational High School, Dunbar Vocational High School, Simeon Vocational High School, and Westinghouse Vocational High School.)

The remainder of the high schools are what most know as "general high schools." The Non-selective high schools are described well by Designs for Change. "These schools ... have historically been neighborhood schools with no selection criteria or vocational or other special schools with minimal selection criteria." (Design for Changes. 1985. The Bottom Line: Chicago's Failing Schools and How to Save Them. p. 22)

The Non-selective Integrated high school is a general high school which is usually located in a white neighborhood and which has an enrollment which is not predominantly minority. (According to the voluntary desegregation consent agreement between the Chicago Public Schools and the U.S. Government, an integrated school is one which has at least 30% white enrollment.)

A Non-selective Segregated School is one which has an enrollment composed almost entirely of minority students. As a result of the voluntary desegregation consent agreement which the Chicago Board of Education entered into with the U.S. Government, students are encouraged but not forced to attend specific high schools.

In Table 1.1, a racial-ethnic breakdown of enrollment in each of the four types of Chicago Public High Schools is given for the freshman classes of 1978, 1979, and 1980. The data for all three years are presented as a single entity.

TABLE 1.1

Racial/Ethnic Enrollment for the
Entering Freshman Classes of 1978, 1979, and 1980
By Type of School

Type of School	Selective Academic	Selective Vocational	Non-selective Integrated	Non-selective Segregated	All
Race/Ethnicity					
Black					
% of Blacks Enrolled	5.3%	13.3%	6.5%	74.9%	
N of Blacks Enrolled	3188	7916	3887	44692	(59683)
White					
% of Whites Enrolled	11.8%	2.7%	64.7%	20.8%	
N of Whites Enrolled	2463	569	13457	4319	(20808)
Hispanic					
% of Hisp. Enrolled	4.4%	2.0%	23.4%	70.2%	
N of Hisp. Enrolled	600	274	3222	9646	(13742)
American Indians*					
% of Am. Ind. Enrolled	9.3%	2.5%	22.4%	65.8%	
N of Am. Ind. Enrolled	15	4	36	106	(161)
Asians*					
% of Asians Enrolled	24.1%	.9%	36.6%	38.3%	
N of Asians Enrolled	512	20	815	2126	(3473)
All Students					
% Enrolled	6.9%	9.0%	21.9%	62.2%	
N Enrolled	6778	8783	21417	60889	(97867)

* Note
Only .2% of all entering freshmen in 1978, 1979, and 1980 were American Indian while 3.5% of entering freshmen were Asian. Future tables report only black, white, and Hispanic data. "N's" in subsequent Tables may differ slightly due to missing information.

A disproportionately high percentage of black students (13.3%) went to Selective Vocational high schools when compared to the less than 3% of white or Hispanic students attending these schools. Combining Non-selective Integrated and Non-selective Segregated school types, nearly all Hispanic students (93.6%) attended a Non-selective high school. It can be seen that of all entering freshmen (1978,1979,1980), only 6.9% went to the Selective Academic high schools. Nearly twice that percentage of white freshmen (11.8%) went to these schools.

By far, the vast majority of students in Chicago Public High Schools (84% of all entering freshman students) went to Non-selective high schools. Nearly two-thirds (62.2%) of all entering freshmen went to the Non-selective Segregated high schools.

There were nearly equal numbers of males and females enrolled in the entering freshman classes of 1978, 1979, 1980 and their proportions in each of the four types of high schools do not differ for black, white, and Hispanic students as seen in Table 1.2.

TABLE 1.2

Male/Female Enrollment for the Entering Freshman Classes of 1978, 1979, and 1980 by Race/Ethnicity and by Type of School

Type of School Types Race/Ethnicity	Selective Academic	Selective Vocational	Non-selective Integrated	Non-selective Segregated	All Types
Black Male	4.7%	13.4%	6.0%	75.8%	
	(1381)	(3931)	(1768)	(22136)	(29216)
Black Female	5.9%	13.1%	6.9%	74.0%	
	(1807)	(3985)	(2119)	(22556)	(30467)
White Male	13.8%	3.0%	62.0%	21.1%	
	(1454)	(313)	(6509)	(2219)	(10495)
White Female	9.8%	2.5%	67.4%	20.4%	
	(1009)	(256)	(6948)	(2100)	(10313)
Hispanic Male	4.8%	2.1%	23.6%	69.6%	
	(346)	(150)	(1712)	(5048)	(7256)
Hispanic Female	3.9%	1.9%	23.3%	70.9%	
	(254)	(124)	(1510)	(4598)	(6486)

CHAPTER TWO

STUDENTS AT RISK IN FOUR TYPES OF HIGH SCHOOLS

The same definition of "dropout" which was used in the Chicago Panel on Public School Finance (CHIPS) study of Dropouts From Chicago Public Schools (1985) is used in the present study. Like the Aspira Chicago Dropout Study (1984), the CHIPS study followed the leave codes of high school students through the computerized tracing of their identification numbers over their school career. By this method, a dropout is defined as a student who enters the ninth grade and after five years is either not still in school, not graduated, not transferred, or not dead.

The dropout rates reported in the present study may be slightly lower than the actual dropout rate due to the acceptance of unverified transfers as non-dropouts. CHIPS discovered that many of the schools outside the Chicago Public School System to which the transfers were issued did not in reality exist. It was impossible to examine such transfers in the present study due to time constraints. Thus, the rates used here are based upon the assumption that all students in the transfer category indeed did transfer to another school.

As seen in Table 2.1, students who attend both types of Selective high schools dropped out at a rate of 21.0% which was one-third less than the national dropout rate of 29.1% for the class of 1984 (according to a 1986 report of U.S. Department of Education). The national dropout rate is based on calculating the number of 9th graders who do not graduate. (See. USA Today, February 21, 1986, p. 8 D.). But the students who attended both types of Non-selective high schools dropped out at a rate of 38.9% which is one and one third times the national dropout rate. While the dropout rate of 16.3% for Selective Academic high schools shown in Table 2.1 is encouraging, the fact that 62.2% of all students are in the Non-selective Segregated high schools which have a dropout rate of 42.4% causes this low rate to have little effect on the overall system-wide rate of 36.0%.

TABLE 2.1

Percentage of Student Dropouts from the
Entering Freshman Classes of 1978, 1979, and 1980
by Type of School

Type of School	Selective Academic	Selective Vocational	Non-selective Integrated	Non-selective Segregated	All Types
Dropouts					
	16.3%	24.4%	28.7%	42.4%	36.0%
	1019 of 6251	2136 of 8769	5902 of 20566	24904 of 58657	33961 of 94233

Dr. William Humm, a Research Scientist of the Illinois State Board of Education, in testimony to the the Illinois State Task Force on Hispanic Student Dropouts on February 6, 1985, stated that the dropout rate for blacks in the graduating class of 1984 in Chicago was estimated at 56.9% and for Hispanics in the class of 1984 the dropout rate was estimated at 47.4%.

While realizing that the manner in which dropout rates are being determined in the present study are somewhat conservative because unverified transfers were considered as non-dropouts, findings are consistent with the findings of Dr. Humm. Table 2.2 shows that for the three years studied that there is a high overall dropout rate for blacks (38.1%) and Hispanics (38.4%). In both types of Selective high schools, however, the dropout rates for Hispanics (18.1%) and blacks (21.7%), are below the national dropout rate in 1984 (29.1%). Yet the dropout rates for Hispanics (39.4%) and blacks (41.9%) in both types of Non-Selective high schools are more than one and one-third times the national dropout rate.

TABLE 2.2

Percentage of Student Dropouts from the Entering Freshman Classes of 1978, 1979, and 1980 By Race/Ethnicity and Type of School

Type of School	Selective Academic	Selective Vocational	Non-Selective Integrated	Non-Selective Segregated	All Types
Race/Ethnicity					
Black	15.1%	24.5%	27.4%	43.1%	38.1%
	481 of 3188	1939 of 7916	1064 of 3887	19280 of 44692	22764 of 59683
White	17.1%	26.9%	28.3%	36.5%	28.6%
	421 of 2463	153 of 569	3807 of 13457	1578 of 4319	5959 of 20808
Hispanic	19.5%	16.1%	32.0%	41.9%	38.1%
	117 of 600	44 of 274	1031 of 3222	4043 of 9646	5235 of 13742

While previous studies based on system-wide dropout rates suggested that there is a racial/ethnic difference in dropout rates, Table 2.2 suggests that these differences are related to the type of high school attended.

Although a great deal has been written concerning racial/ethnic differences in dropout rates, little has been written concerning sex differences in dropout rates with the exception of the _Dade County (Florida) Public Schools Dropout Study_ (1985). Table 2.3 shows that the male student attending any type of school is about 10% more likely to drop out than the female student. For the three classes studied, 41.1% of the males dropped out while 31.0% of the females dropped out. This is consistent with the findings of the Dade County Public Schools.

TABLE 2.3

Percentage of Male and Female Student Dropouts from the Entering Freshman Classes of 1978, 1979, and 1980 By Type of School

Type of School	Selective Academic	Selective Vocational	Non-Selective Integrated	Non-Selective Segregated	All Types
Sex					
Male	19.5%	28.0%	34.6%	47.6%	41.1%
	622 of 3181	1231 of 4394	3456 of 9989	13991 of 29403	19300 of 46967
Female	12.9%	20.7%	23.1%	37.3%	31.0%
	397 of 3070	905 of 4365	2446 of 10577	10913 of 29254	14661 of 47266

There are several possible explanations for this finding. (Each of the following explanations were discussed in the report of the Illinois State Task Force on Hispanic Student Dropouts, 1985.) Males are often considered the family bread-winner. In poor families the young men are more likely to feel the pressure of a family's financial need and thus feel a greater responsibility to leave school in order to go to work and help the family (Miller, 1985). Also, some claim that there is a push out phenomenon wherein school administrators and teachers encourage potential disciplinary problems to leave school (Aspira Inc. of Illinois and Kyle, 1984 and Lucas, 1971.) It is likely that if such pressure is exerted on students to leave, it is more likely to be the male who receives this advice since the female is considered less of a threat to the orderly environment of the school.

Finally, if indeed some students cease attending school due to fear of gangs, it may be more likely that the male will be affected by gangs than the female. Even though the female may find this situation frightening, it is the male that is targeted for violence if he resists a recruitment effort by a gang. (Aspira Inc. of Illinois and Kyle, 1984. Spergel, 1985. Also, Joe Rosen, a retired Chicago Public Schools District Superintendent and consultant to the Network for Youth Services conducted a survey in 1984 of teachers and high school seniors at one of the high schools studied by Aspira Inc. of Illinois. Mr. Rosen found that both teachers and students reported gang problems as being a very important reason for students leaving that specific school.)

Not only is the male dropout rate higher than that of females, the dropout rates for black males (49.0%) and Hispanic males (45.0%) who are enrolled in Non-selective Segregated high schools for these three cohorts are especially alarming. (Table 2.4)

TABLE 2.4

Percentage of Male and Female Student Dropouts from the Entering Freshman Classes of 1978, 1979, and 1980 By Race and By Type of School

Type of School	Selective Academic	Selective Vocational	Non-Selective Integrated	Non-Selective Segregated	All Types
Sex: MALE Race					
Black	20.3%	28.5%	34.0%	49.0%	44.0%
	280	1119	601	10846	12846
	of	of	of	of	of
	1381	3931	1768	22136	29216
White	18.1%	27.5%	34.4%	39.3%	33.0%
	263	86	2239	872	3460
	of	of	of	of	of
	1454	313	6509	2219	10495
Hispanic	22.8%	17.3%	36.0%	45.0%	41.3%
	79	26	616	2273	2994
	of	of	of	of	of
	346	150	1712	5048	7254
Sex: FEMALE Race					
Black	11.1%	20.6%	22.8%	37.4%	32.6%
	201	820	463	8437	9921
	of	of	of	of	of
	1807	3985	2119	22556	30467
White	15.7%	26.2%	22.6%	33.6%	24.2%
	158	67	1568	706	2499
	of	of	of	of	of
	1009	256	6948	2100	10313
Hispanic	15.0%	14.5%	27.55%	38.5%	34.5%
	38	18	415	1770	2241
	of	of	of	of	of
	254	124	1510	4598	6486

Based on these previous tables which indicate a moderately higher dropout rate for males than females, negligible differences in dropout rates by racial ethnic groups and clear differences in dropout rate by types of school, the remaining tables will be confined to specific characteristics of students at risk and type of school.

The first characteristic to be examined is whether there is a difference in dropout rates between students who enter ninth grade at the proper age or and those who entered ninth grade overage (16 years or older).

The CHIPS study indicated that when considering dropout rates, "overage students do more poorly than normal age students." (Hess and Lauber, 1985, p. 27) In Table 2.5, it is evident that overage students, regardless of the type of high school that they attended, are at greater risk of leaving school than students who enter ninth grade at the correct age.

TABLE 2.5

Percentage of Student Dropouts Who Were At or Overage as Entering Freshmen in 1978, 1979, and 1980 by Type of School

---

Type of School	Selective Academic	Selective Vocational	Non-Selective Integrated	Non-Selective Segregated	All Types
Age as Freshmen					
At Age	14.1%	22.4%	25.6%	34.7%	29.6%
	924 of 6548	1778 of 7934	4168 of 15673	14041 of 40477	20911 of 70632
Overage	22.9%	38.9%	45.4%	55.6%	52.8%
	70 of 305	365 of 939	2019 of 4444	11078 of 19916	13532 of 25604

Nearly 14,000 entering freshmen in the three years studied could be considered twice as likely as other students in their type of school to be at high risk. In fact, 13,097 overage freshmen in Non-selective high schools for the years studied were more likely to drop out of school than to stay in school (53.8%).

As seen previously in Tables 2.1 through 2.4, students who attend Selective high schools are considerably less likely to drop out of high school when compared to students attending Non-selective high schools. Yet, like the sex effect, the overage effect is consistent for all types of schools even though the magnitude of the effect is considerably greater for the Non-selective schools.

It is likely that being overage is related to poor academic performance. An indicator of a student's performance and academic preparedness when entering high school is whether or not s/he has passed the minimum competency test. Table 2.6 relates a student's performance on the minimum competency test to the dropout rate by type of school.

TABLE 2.6

Percentage of Student Dropouts Who Passed or Failed Minimum Competency Tests
as Entering Freshmen in 1978, 1979, and 1980
by Type of School

Type of School	Selective Academic	Selective Vocational	Non-Selective Integrated	Non-Selective Segregated	All Types
Minimum Competency Score as Freshmen					
Passed	14.9%	22.4%	22.1%	34.1%	27.4%
	941 of 6322	1638 of 7313	3958 of 17930	10983 of 32247	17520 of 63812
Failed	29.7%	37.4%	50.2%	53.7%	52.7%
	27 of 91	279 of 746	1448 of 2886	11078 of 20623	12832 of 24346

Nineteen percent (18.9%) of those who entered as freshmen at both types of Selective high schools in 1978, 1979, and 1980 and who had passed the minimum competency test, dropped out of school. Yet of those freshmen who entered after having failed the minimum competency test, twice as many (36.6%) dropped out of school. Consistent with prior tables, the largest dropout rate for freshmen was in the Non-selective Segregated high schools where 53.7% of those freshmen who entered high school failing the minimum competency test dropped out. Eighty-four per cent of all entering freshmen who failed minimum competency tests were enrolled in Non-Selective segregated high schools.

Lloyd's (1978) retrospective study of dropouts found that reading and mathematics scores in the third and sixth grades were good indicators of which students were at risk of leaving school. For this reason, Tables 2.7 and 2.8 examine the relationship of sixth grade reading and mathematics levels to students who drop out. Unlike the previous tables, only the cohort of 1980 entering freshmen is examined due to the lack of availability of computerized records for the other cohorts.

TABLE 2.7

Percentage of Student Dropouts Who Entered As Freshmen in 1980
and Who Read At Level or Below Level in 6th Grade
by Type of School

Type of School	Selective Academic	Selective Vocational	Non-Selective Integrated	Non-Selective Segregated	All Types
Reading Score in 6th Grade					
At Level	10.3%	19.6%	21.4%	22.8%	19.0%
	155 of 1497	198 of 1011	371 of 1734	509 of 2234	1233 of 6476
Below Level	20.2%	24.2%	33.8%	39.8%	37.1%
	48 of 237	375 of 1548	992 of 2932	4985 of 12531	6400 of 17248

TABLE 2.8

Percentage of Student Dropouts Who Entered As Freshmen in 1980 and Whose Math Scores Were At Level or Below Level in 6th Grade by Type of School

---

Type of School	Selective Academic	Selective Vocational	Non-Selective Integrated	Non-Selective Segregated	All Types
Mathematics Score in 6th Grade					
At Level	10.9%	19.1%	20.0%	22.9%	18.8%
	167 of 1526	198 of 1015	374 of 1871	544 of 2378	1279 of 6790
Below Level	21.4%	24.6%	35.3%	39.9%	37.5%
	45 of 210	380 of 1541	978 of 2770	4906 of 12310	6309 of 16831

Looking only at those who entered as freshmen in 1980, in Table 2.7 the same pattern emerges. Of those youths who entered both types of Selective high schools and who read at level in the 6th grade, 14.1% dropped out; but of those who entered as freshmen and who read below level in the 6th grade, 23.7% dropped out. Yet of those who entered both types of Non-selective high schools and read at level in 6th grade, 22.1% dropped out. Of those who had been behind in reading in the 6th grade, 38.6% dropped out.

Similarly, in Table 2.8, of those who entered their freshman year in 1980 and performed math at level in 6th grade, 18.8% dropped out. Of those who were behind in math in the 6th grade, 37.5% dropped out.

Looking at 9th grade reading scores and 9th grade mathematics scores for the entering freshmen of 1980, and one is again struck by the fact that there is a strong relationship between poor performance in reading and mathematics and dropping out of school. (Tables 2.9 and 2.10)

TABLE 2.9

Percentage of Student Dropouts Who As Entering Freshmen in 1980
Read At Level or Below Level
by Type of School

Type of School	Selective Academic	Selective Vocational	Non-Selective Integrated	Non-Selective Segregated	All Types
Reading Score as Entering Freshmen					
At Level	7.2%	19.8%	20.6%	20.8%	17.9%
	120 of 1660	300 of 1518	459 of 2227	638 of 3061	1517 of 8466
Below Level	17.7%	26.1%	35.6%	40.1%	38.2%
	23 of 117	294 of 1124	1002 of 2816	4890 of 12197	6209 of 16254

TABLE 2.10

Percentage of Student Dropouts Who As Entering Freshmen in 1980 Had Math Scores At Level or Below Level by Type of School

Type of School	Selective Academic	Selective Vocational	Non-Selective Integrated	Non-Selective Segregated	All Types
Mathematics Score as Entering Freshmen					
At Level					
	10.8%	11.0%	18.3%	18.8%	15.6%
	171 of 1587	127 of 1155	373 of 2040	464 of 2473	1135 of 7255
Below Level					
	22.1%	26.7%	36.2%	39.5%	37.7%
	42 of 190	395 of 1479	1073 of 2959	5007 of 12690	6527 of 17318

As striking as the relationship is between 9th grade reading and 9th grade math scores and dropping out, this relationship is almost exactly the same as that in Tables 2.7 and 2.8 which reported that 37.1% of those behind in reading in the 6th grade and 37.5% of those behind level in mathematics in the 6th grade dropped out of high school. (Tables 2.9 and 2.10 show that 38.2% of students behind in reading in their freshman year and 37.7% of those behind in mathematics in their freshman year dropped out of high school.)

It should be noted that the students in Tables 2.7 through 2.10 are the same, namely 1980 entering freshmen. This relationship between below level reading and below level mathematics scores and dropping out is confirmed in Tables 2.11 and 2.12 for the combined freshman cohorts of 1978, 1979, and 1980.

TABLE 2.11

Percentage of Student Dropouts Who Entered As Freshmen in 1978,1979,and 1980
and Read At Level or Below Level
by Type of School

Type of School	Selective Academic	Selective Vocational	Non-Selective Integrated	Non-Selective Segregated	All Types
Reading Score as Entering Freshmen					
At Level	12.2%	20.7%	20.4%	23.4%	19.9%
	615 of 5043	909 of 4395	1472 of 7228	2187 of 9358	5183 of 26024
Below Level	24.4%	27.9%	39.4%	45.0%	42.8%
	110 of 459	1027 of 3686	3526 of 8949	19097 of 42419	23760 of 55513

TABLE 2.12

Percentage of Student Dropouts Who As Entering Freshmen in 1978, 1979, and 1980, Had Math Scores At Level or Below Level by Type of School

---

Type of School	Selective Academic	Selective Vocational	Non-Selective Integrated	Non-Selective Segregated	All Types
Mathematics Score as Entering Freshmen					
At Level	13.5%	16.7%	17.1%	20.1%	17.2%
	647 of 4793	567 of 3385	1113 of 6510	1451 of 7199	3778 of 21897
Below Level	25.1%	27.7%	39.1%	44.3%	41.9%
	177 of 705	1295 of 4665	3805 of 9718	19615 of 44257	24890 of 59345

Lastly, Tables 2.13 and 2.14 examine when the freshmen of 1978, 1979, and 1980 dropped out of high school. Table 2.13 shows that while, overall, 12.8% of the students have dropped out prior to their 3rd year of high school, only 4.8% of those from Selective high schools have dropped out by this time. Nearly three times that percentage (14.4%) of those entering Non-selective high schools have dropped out prior to their third high school year. The largest proportion of the 1978, 1979, and 1980 freshmen dropping out prior to their 3rr year is 16.1% in the Non-selective Segregated high schools. In the Non-selective Segregated high schools, 28.3% of this group left by the end of their third year compared to 8% of those from Selective Academic high schools.

TABLE 2.13

Percentage of Students Who As Entered As Freshmen in 1978, 1979, and 1980 and Who Dropped Out Prior To Or After September of Their Junior (3rd) Year by Type of School

Type of School	Selective Academic	Selective Vocational	Non-Selective Integrated	Non-Selective Segregated	All Types
Time of Dropping Out					
1st and 2and Years of High School					
	3.5%	5.7%	9.3%	16.1%	12.8%
	239 of 6853	514 of 8882	1871 of 20117	9702 of 60393	12326 of 96245
3rd Year of High School					
	4.5%	7.9%	9.8%	12.2%	10.8%
	309 of 6853	706 of 8882	1988 of 20117	7383 of 60393	10386 of 96245
After 3rd Year of High School					
	7.3%	10.4%	11.6%	13.3%	12.2%
	499 of 6853	923 of 8882	2333 of 20117	8034 of 60393	11789 of 96245
Total Percentage of High School Dropouts					
	15.3%	24.1%	30.8%	41.6%	35.8%
	1047	2143	6192	25119	34501 *
Total	of	of	of	of	of
Enrolled	6853	8882	20117	60393	96245 *

* N's differ slightly.

Considering only those who enrolled as freshmen in 1978, 1979, and 1980 and dropped out of high school, Table 2.14 shows that slightly over one-third of all dropouts (35.7%) have already left school before their third high school year. Of the dropouts from Selective high schools, 23.6% left prior to their third year; of the dropouts from Non-selective high schools, 37.0% left prior to their junior (3rd) year. There is a strong relationship between when students drop out and the type of school they enter as freshmen.

TABLE 2.14

Percentage of Dropouts Who As Entered As Freshmen in 1978, 1979, and 1980 and Who Dropped Out Prior To Or After September of Their Junior (3rd) Year by Type of School

Type of School	Selective Academic	Selective Vocational	Non-Selective Integrated	Non-Selective Segregated	All Types
Time of Dropping Out					
1st and 2nd Years of High School					
	22.8%	24.0%	30.2%	38.6%	35.7%
	239 of 1047	514 of 2143	1871 of 61927	9702 of 25119	12326 of 34501
3rd Year of High School					
	29.5%	32.9%	32.1%	29.4%	30.1%
	309 of 1047	706 of 2143	1988 of 6192	7383 of 25119	10386 of 34501
After 3rd Year of High School					
	47.7%	43.1%	37.7%	32.0%	34.2%
	499 of 1047	923 of 2143	2333 of 6192	8034 of 25119	11789 of 34501
N of Drop Outs	1047	2143	6192	25119	34501

CHAPTER THREE

PRINCIPALS' PERCEPTION OF STUDENTS AT RISK

> If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability; one can almost always point to the principal's leadership as a key to success. (U.S. Senate, 1979)

Whether the task is curriculum development or dropout prevention, the principal's role in the school is central to meeting the challenge. Certainly the principal's perceptions of the causes and extent of dropping out shape the local policy and practice initiatives designed to solve the problem. Moreover, despite many organizational constraints, the principal, more than any other person in the school, manages the values and sets the priorities of the school. If the principal, in cooperation with teachers and parents determines that reducing the number of dropouts is a major school goal, there is a better chance that the number of class cuts, truancies, and dropouts will be reduced substantially.

In that light, a survey of all public high school principals was conducted in late September and early October 1985. The survey contained twenty questions which ranged from asking principals to identify the major forces that contribute to students dropping out to seeking their advice about how to solve the dropout problem. (see Appendix) . There are seventy-one high schools in Chicago. Of these seven are special schools. A nearly one hundred percent return of surveys is indicative of how seriously principals and the general administration view truancy and dropping out. However, since a few of the questionnaires were either incomplete or from school where many questions did not apply, the discussion which follows is based on the results of sixty five surveys.

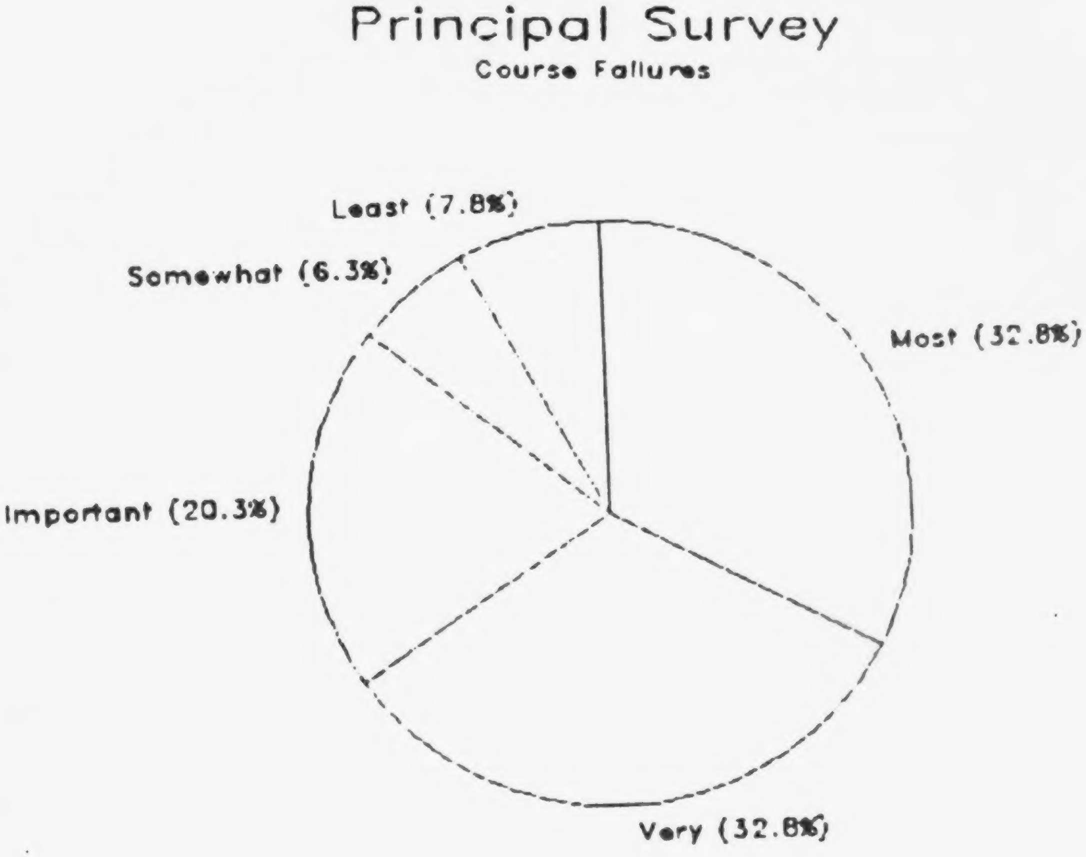
Based on both a review of the literature relating to dropouts and truancy and on interviews with administrators in the Pupil Personnel Office, ten factors were identified as contributing significantly to dropping out of school: course failures, pregnancy, fear of gangs in the neighborhood, irrelevant curriculum, peer pressure, teacher absenteeism, student class cuts, truancy, and student language problems. (see Appendix) Principals were also invited to list any additional factors which they believe contribute to dropping out. Principals responded to all questions considering only their own schools, not the entire school.

According to the Chicago Public High School principals, the number one factor contributing to students' dropping out of school is course failures. This perception supports the qualitative research findings of Angela Miller who found that many students do not appear to understand the cumulative effect of course failures. Consequently, many students find themselves at the end of the sophomore year, for example, with several failures. Only then do they come to understand that graduation is not two but at least three years away. Discouraged, they leave school. (see Figure 3.1)

Figures one through ten contain two types of information. The pie diagrams present the aggregated responses of all the principals who replied to this survey. The breakdown by type of school corresponds to the data presentation in Chapter One. "Non-typical" school refers to schools such as those designated for pregnant girls.

FIGURE ONE

Chicago Area Studies Center
Breakdown of Principal Opinion Survey by Percentage of Importance



Course Failures

TYPE	MOST	VERY	IMPORTANT	SOMEWHAT	LEAST
Selective Academic	33.3	33.3	33.3	0	0
Selective Vocational	33.3	0	33.3	33.3	0
Non-Selective Vocational	33.3	40.0	20.0	0	6.7
Non-Selective Segregated	37.1	34.3	17.1	8.6	2.9
Non-Typical	12.5	25.0	25.0	0	37.5

Course failures may be explained in part also by the principals' observation that the second and third most important contributors to dropping out are truancy and class cuts. Here the logic is simple. If the students do not attend class, it is difficult, if not impossible, to pass a course. While there is no official policy about automatic failure for students who do not attend class, interviews with various district personnel reveal that students who miss twenty sessions of a course in fact fail that course.

Surprisingly, despite the great number of students with multiple course failures, principals found little fault with the relevancy of the present high school curriculum. Only two principals viewed "irrelevant curriculum as either a "most important" or "very important" factor contributing to dropping out. Eleven principals perceived "irrelevant curriculum" as an important factor.

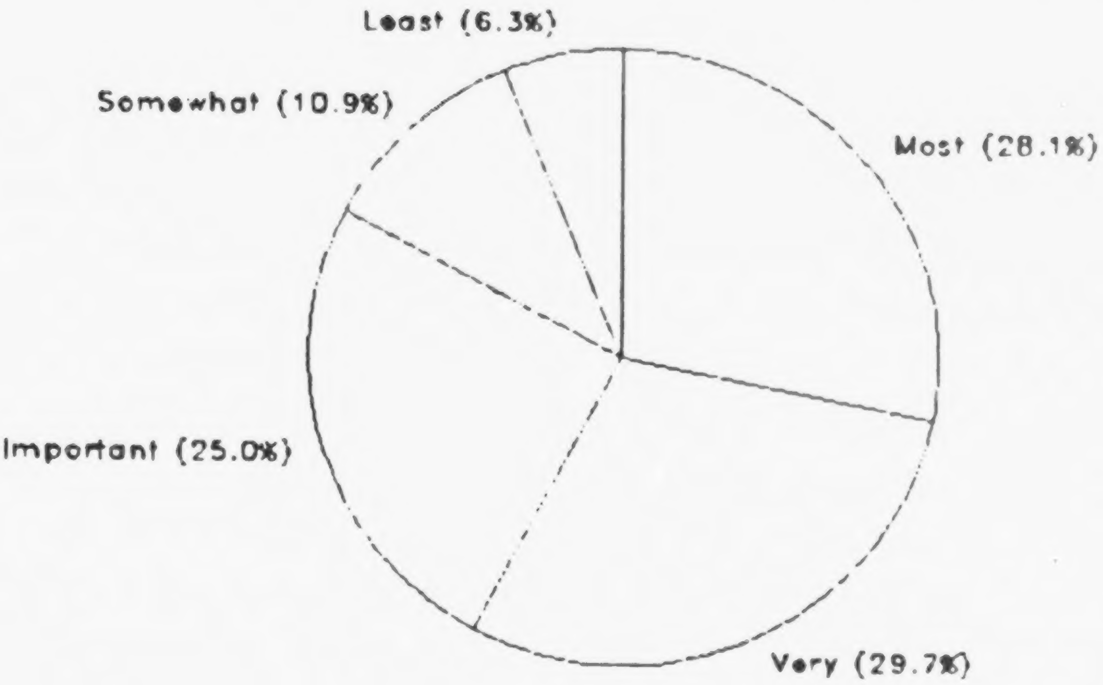
Because thousands of students who enter high school not only read well below the national level but also have failed the minimum competency test, this response is difficult to interpret. Students who fail the minimum competency test are not prepared for the high school curriculum and to that extent, at least, it is irrelevant for them. (See Figures 3.2 and 3.3)

Following in order of frequency mentioned after"course failure," "truancy,"and "class cuts," were "pregnancy" and "peer pressure." With notable exceptions like the Aspira Chicago Hispanic Dropout Study (Aspira Inc. of Illinois and Kyle, 1984), few studies have carefully assessed the impact of such factors as "pregnancy" and "peer pressure" on student dropout rates. Yet the principals regard both as major deterrents to student retention. Access to aggregated Chicago-area hospital data on births to teenage girls may help to test the validity of the principals perception of the teenage pregnancy problem.

FIGURE 2

Principal Survey

Student Truancy



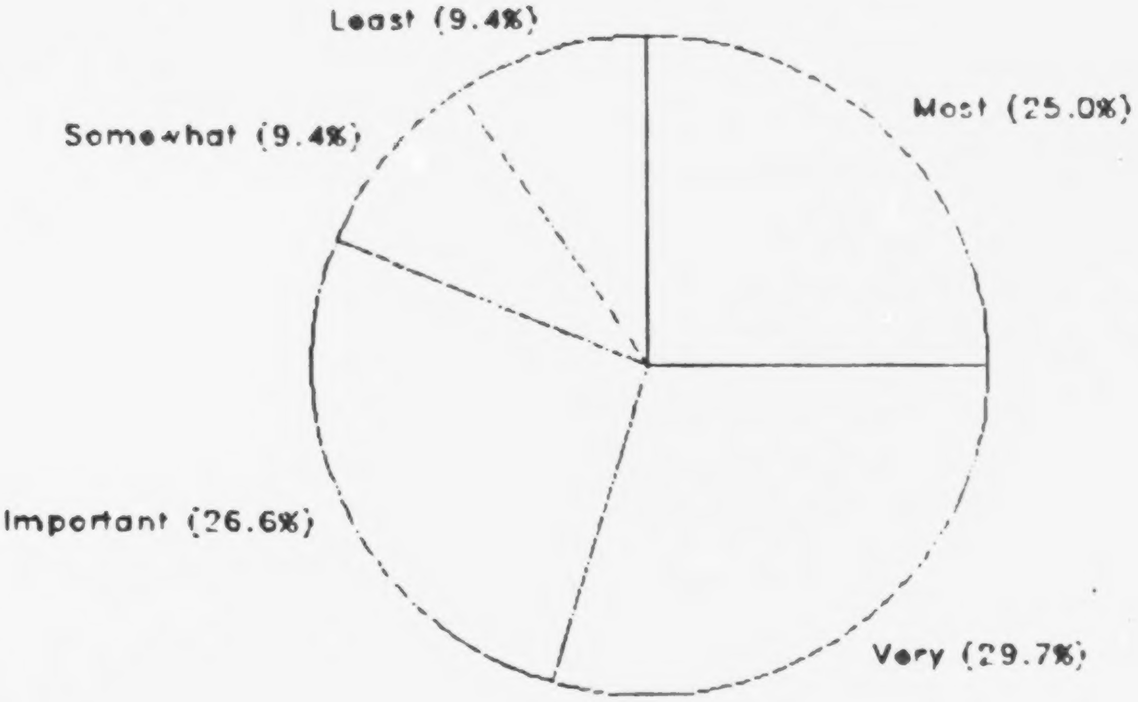
Student Truancy

TYPE	MOST	VERY	IMPORTANT	SOMEWHAT	LEAST
Selective Academic	0	33.3	0	33.3	33.3
Selective Vocational	0	33.3	33.3	33.3	0
Non-Selective Vocational	40.0	26.7	26.7	6.7	0
Non-Selective Segregated	29.4	38.2	26.5	5.9	0
Non-Typical	22.2	0	22.2	22.2	33.3

FIGURE 3

Principal Survey

Student Class Cuts



Student Class Cuts

TYPE	MOST	VERY	IMPORTANT	SOMEWHAT	LEAST
Selective Academic	0	33.3	66.7	0	0
Selective Vocational	33.3	33.3	0	33.3	0
Non-Selective Vocational	20.0	40.0	33.3	6.7	0
Non-Selective Segregated	35.3	29.4	23.5	11.8	0
Non-Typical	0	11.1	22.2	0	66.7

Similarly, more in-depth interviews and qualitative assessments of the school climate may prove helpful in determining the nature and extent of "peer pressure" to leave school. This kind of information is essential if counselling potential dropouts is to be effective. (Figures 3.4 and 3.5)

Although recent account might give the impression that fear of gangs operating in the schools and neighborhoods contributed extensively to students dropping out, only eleven principals cited "fear of gangs in the school as an "important," "very important," or most important," factor contributing to dropping out. A greater number, twenty-four principals, cited "gangs in the neighborhood" as "important," "very important," or "most important." It should be noted that only two principals cited "fear of gangs in the school" as a "most important factor." Only four cited "fear of gangs in the neighborhood as a "most important" factor. (Figures 3.6 and 3.7)

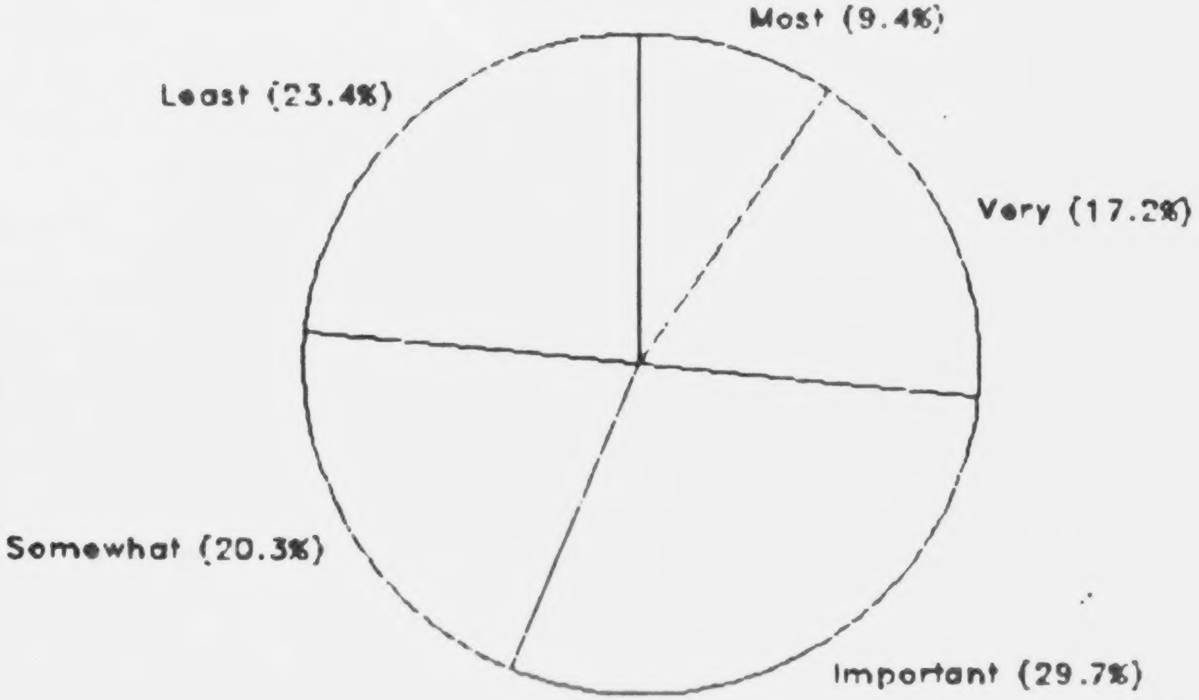
Of the ten possible contributors to dropping out, the three which, according to the principals contribute least to dropping out are, in descending order, "irrelevant curriculum," "language problems" and "teacher absenteeism." We have already commented briefly on the curriculum. More research is needed on the relationship that may exist between curriculum and dropping out. (Figures 3.8, 3.9, and 3.10)

While difficulty with language may not contribute directly to dropping out, it is hard to reconcile this principal perception with the fact that Hispanic students are dropping out in proportionately larger numbers than white, blacks or asians. Neither does it square with the Boards's data showing that Hispanics are more likely to have better attendance in their bilingual classes when compared to their non-bilingual classes, nor does it recognize that the Board does not have a fully staffed bilingual program as would be appropriate given the demands on the needed bilingual programs as evidenced by the Board's recent effort to hire qualified bilingual teachers. A constellation of cultural and school-specific factors contribute to dropping out. Nonetheless, further research into dropping out patterns for the linguistically disadvantaged is necessary.

FIGURE 4

Principal Survey

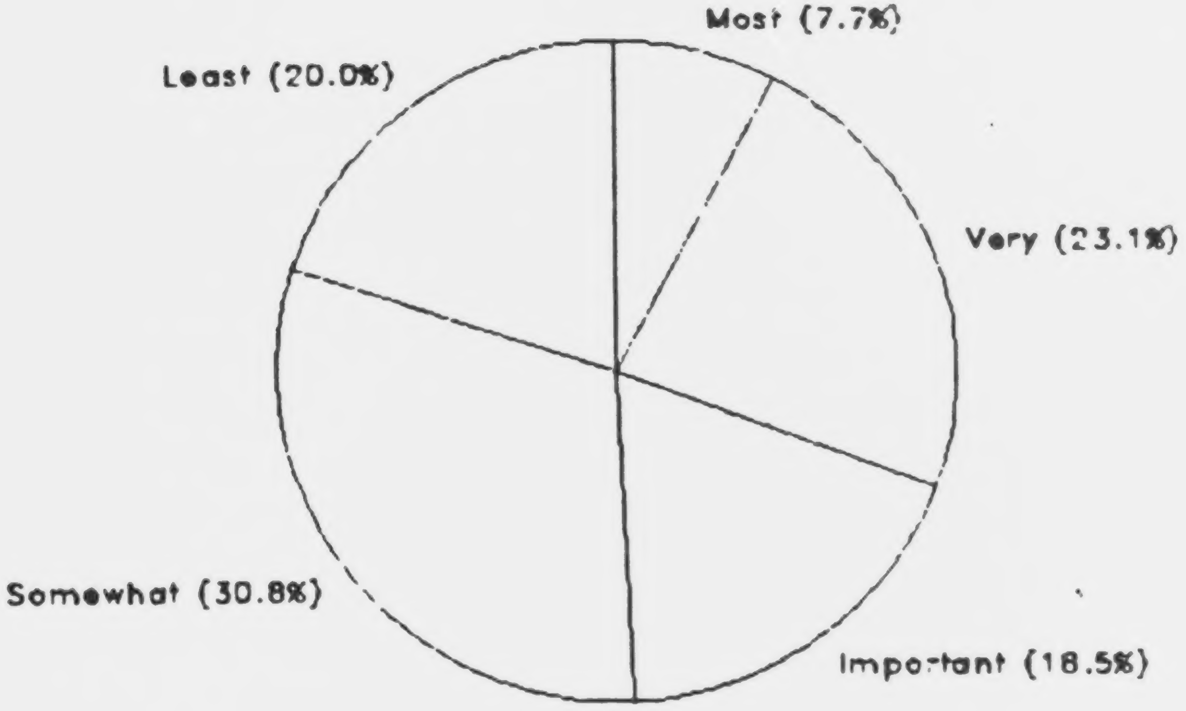
Pregnancy



Pregnancy

TYPE	MOST	VERY	IMPORTANT	SOMEWHAT	LEAST
Selective Academic	0	0	66.7	0	33.3
Selective Vocational	0	0	50.0	0	50.0
Non-Selective Vocational	0	6.7	20.0	46.7	26.7
Non-Selective Segregated	11.4	25.7	37.1	14.3	11.4
Non-Typical	22.2	11.1	0	11.1	2.1

FIGURE 5



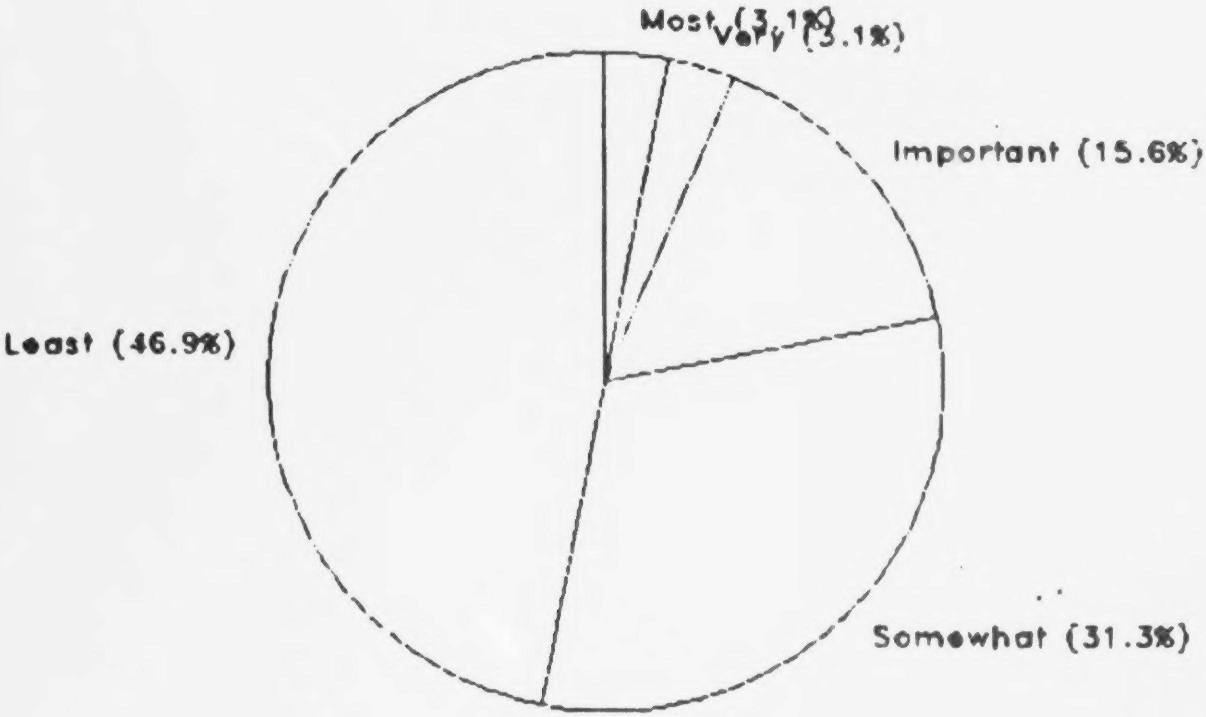
Peer Pressures

TYPE	MOST	VERY	IMPORTANT	SOMEWHAT	LEAST
Selective Academic	0	0	0	33.3	66.7
Selective Vocational	0	33.3	33.3	0	33.3
Non-Selective Vocational	0	13.3	40.0	46.7	0
Non-Selective Segregated	14.3	28.6	11.4	31.4	14.3
Non-Typical	0	22.2	11.1	11.1	55.6

FIGURE 6

Principal Survey

Fear of Gangs in the Schools



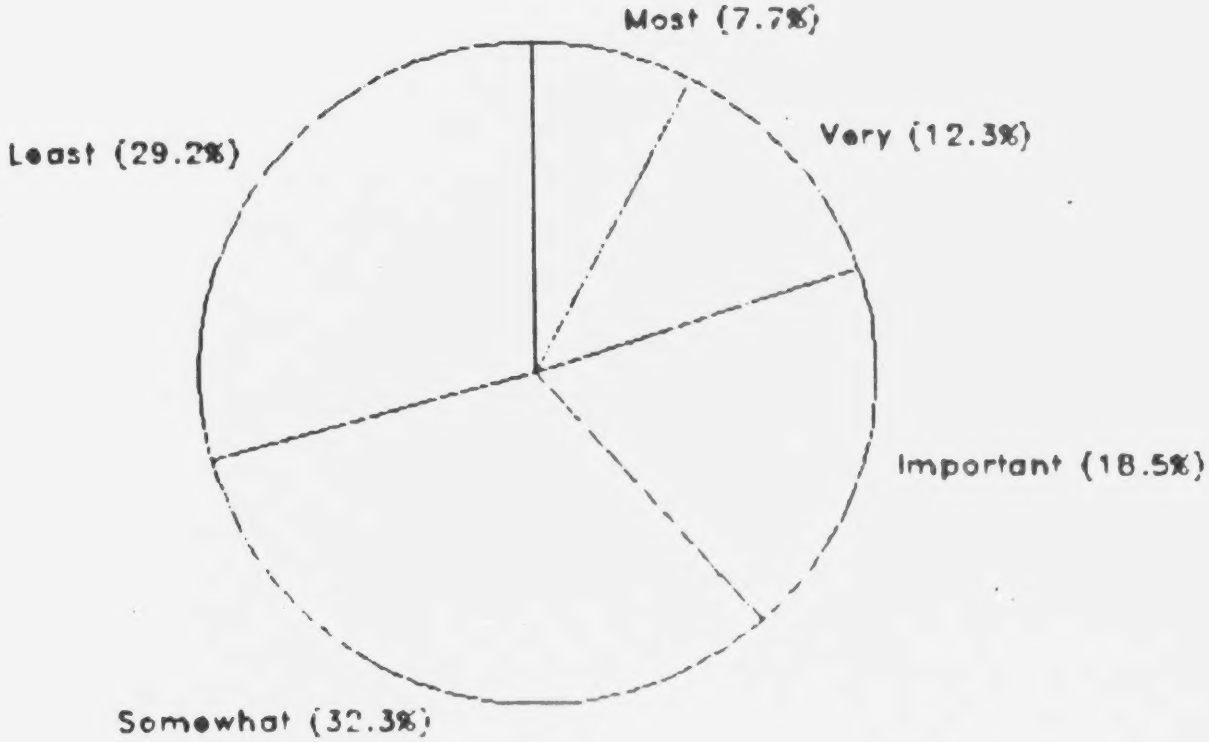
__Fear of Gangs in the Schools__

TYPE	MOST	VERY	IMPORTANT	SOMEWHAT	LEAST
Selective Academic	0	0	0	0	100.0
Selective Vocational	0	0	0	33.3	66.7
Non-Selective Vocational	0	0	13.3	46.7	40.0
Non-Selective Segregated	5.9	5.9	23.5	26.5	38.2
Non-Typical	0	0	0	33.3	66.7

FIGURE 7

Principal Survey

Fear of Gangs in the Neighborhoods



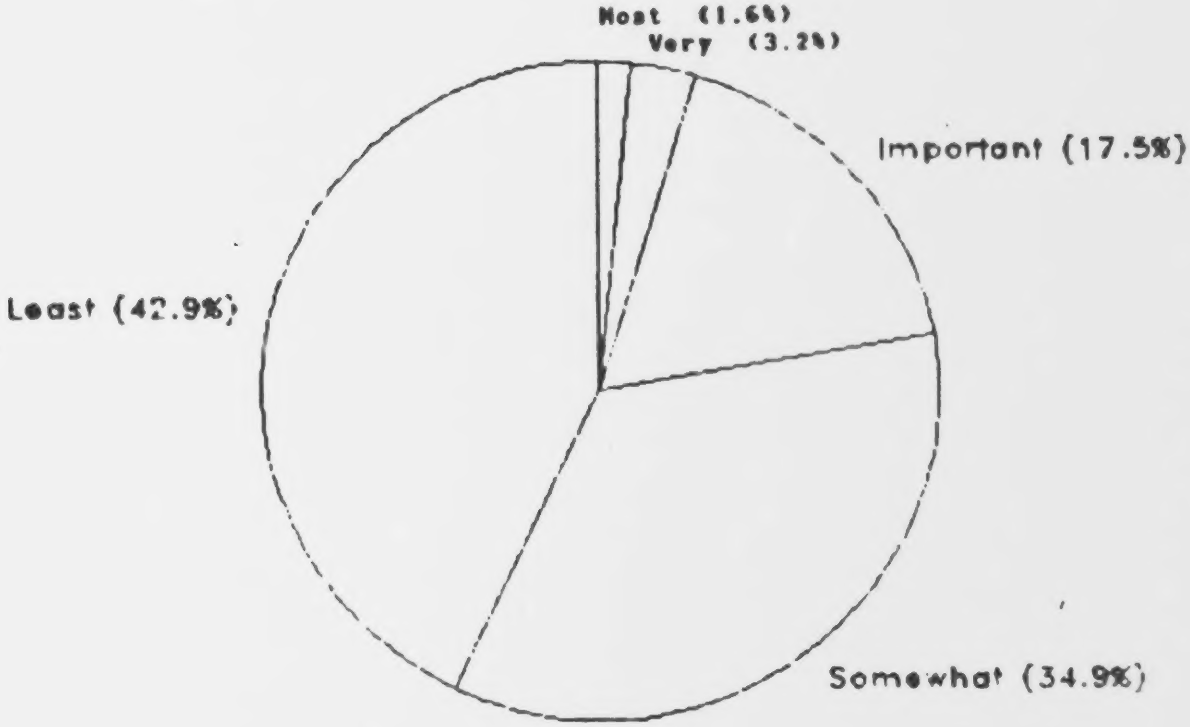
__Fear of Gangs in the Neighborhoods__

TYPE	MOST	VERY	IMPORTANT	SOMEWHAT	LEAST
Selective Academic	0	0	0	33.3	66.7
Selective Vocational	0	0	33.3	0	66.7
Non-Selective Vocational	0	6.7	20.0	46.7	26.7
Non-Selective Segregated	11.4	20.0	20.0	28.6	20.0
Non-Typical	11.1	0	11.1	33.3	44.4

FIGURE 8

Principal Survey

Irrelevant Curriculum

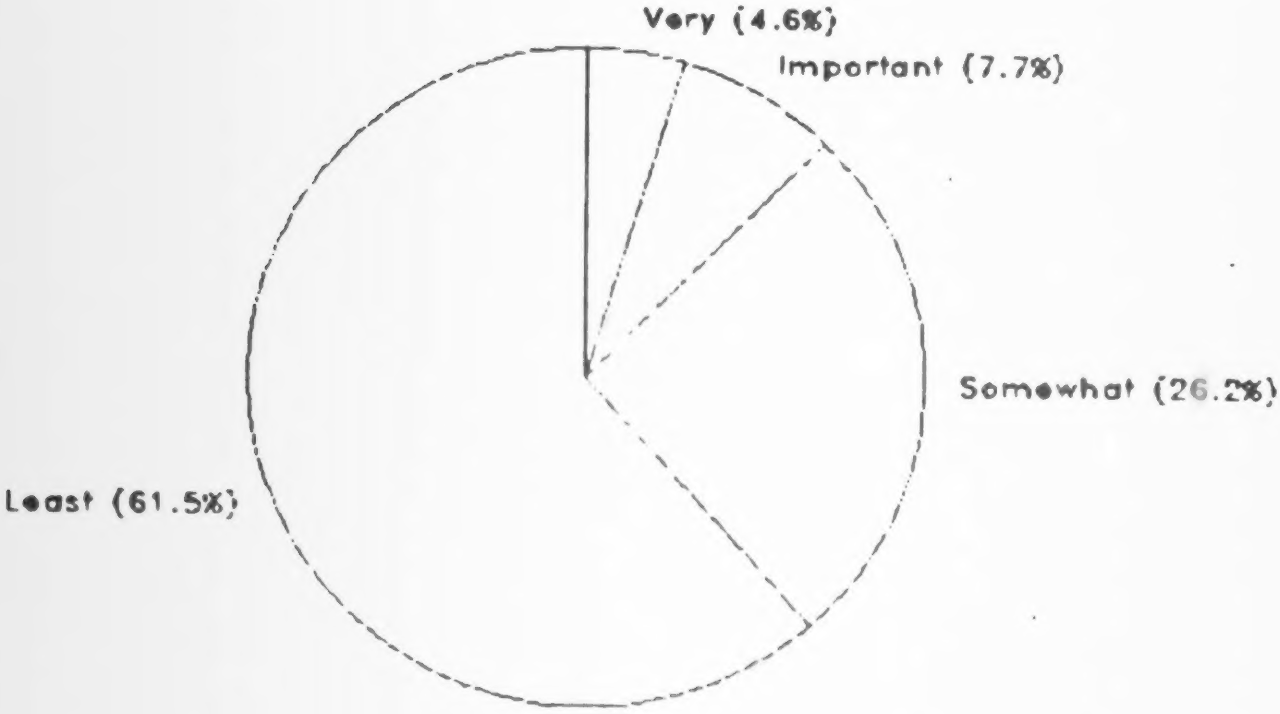


Irrelevant Curriculum

TYPE	MOST	VERY	IMPORTANT	SOMEWHAT	LEAST
Selective Academic	0	0	0	33.3	66.7
Selective Vocational	0	0	33.3	33.3	33.3
Non-Selective Vocational	0	7.7	15.4	46.2	30.8
Non-Selective Segregated	2.9	2.9	20.0	31.4	42.9
Non-Typical	0	0	11.1	33.3	55.6

FIGURE 9

Principal Survey
Student Language Problems



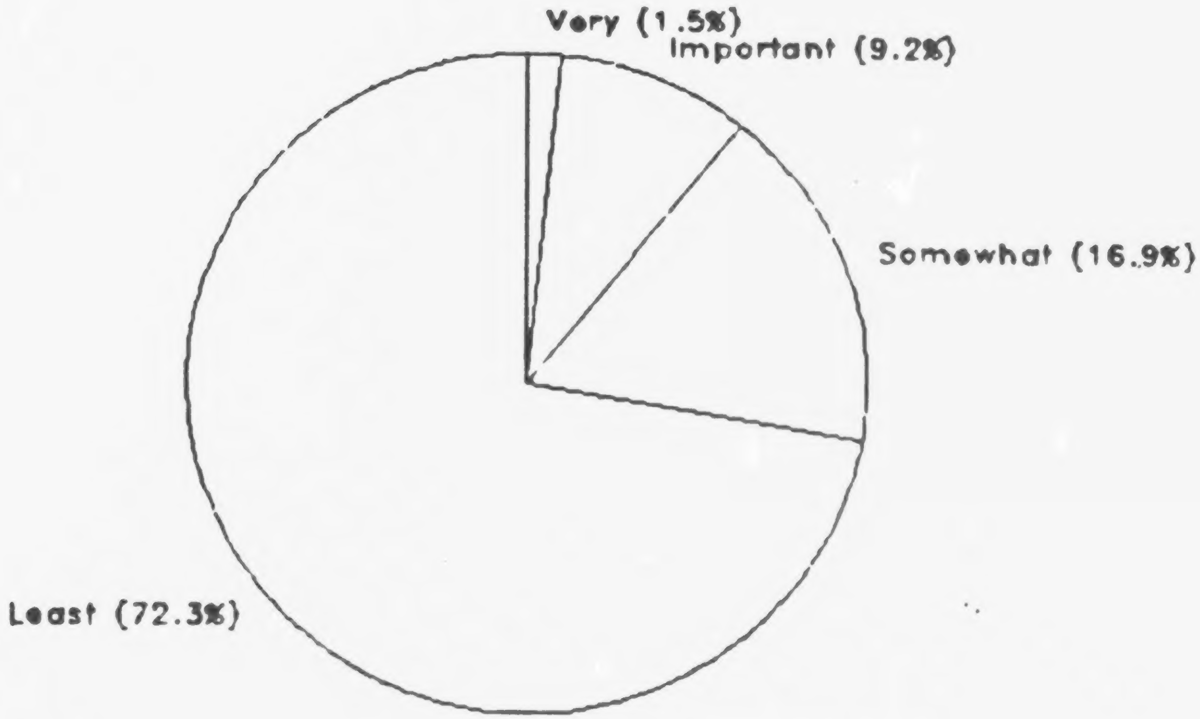
Student Language Problems

TYPE	MOST	VERY	IMPORTANT	SOMEWHAT	LEAST
Selective Academic	0	0	0	0	100.0
Selective Vocational	0	0	0	33.3	66.7
Non-Selective Vocational	0	0	13.3	46.7	40.0
Non-Selective Segregated	0	8.6	8.6	20.0	62.9
Non-Typical	0	0	0	22.2	77.8

FIGURE 10

Principal Survey

Teacher Absences



Teacher Absences

TYPE	MOST	VERY	IMPORTANT	SOMEWHAT	LEAST
Selective Academic	0	0	33.3	33.3	33.3
Selective Vocational	0	0	0	0	100.0
Non-Selective Vocational	0	0	0	20.0	80.0
Non-Selective Segregated	0	0	14.3	17.1	68.6
Non-Typical	0	11.1	0	11.1	77.8

In addition to the factors that contribute to dropping out, we were also interested in knowing which events occurring within the community at large contribute to students not attending school. Among the choices principals considered were: "bad weather," "gang activity," locally high unemployment rates," family upheavals like divorce and death," and "teacher strikes." Again, principals were asked to designate other events within the community which also contribute to students not attending school. Forty-three principals identified family upheaval as a "serious or "very serious" contributor to dropping out. Twenty-four cite locally high unemployment rates as a contributor. In descending order of frequency mentioned, "bad weather," "gang activity" and "teacher strikes" were identified as contributing to student absenteeism. Among the other contributing phenomena cited were: "peer influence," "parenting," "return to homeland," "baby-sitting,""lack of parental support," and "drug abuse." Given the fact that the dropout rate hovers near fifty percent, we decided to test the principals' perception of the enormity of the problem. Fifty-three of the sixty-four respondents consider absenteeism as a "moderately serious," "serious," or "very serious" problem in their schools. Fifty-seven believe class cuts are a "moderately serious," "serious," or "very serious" problem.

WHEN ARE STUDENTS TRUANT?

Principals identified five critical months associated with truancy. In descending order of frequency mentioned, June (24), May (16), December (15), January (14) and September (14) are the months when students are most likely to be truant.

In an effort to identify the capability of schools to address the problem of truancy, we asked the principals to indicate the average weekly case-load of the truant officers assigned to their schools. Not all principals responded to this question. Also two schools indicated that in a given week they may have an average of two or three thousand students absent. Eliminating these two schools and seventeen non-respondents, the average for the forty-six responding schools was about seventy students per week. A number of principals indicated that their truant officers are available to their schools only two afternoons or two mornings per week.

WHEN DO STUDENTS DROP OUT

According to principals, the five months in order of frequency mentioned when students are most likely to drop out are: June (21), January (17), September (14), May (12) and February (10).

ACCURACY OF REVISED ATTENDANCE AND LEAVE CODE SYSTEMS

Most principals regard the recently revised attendance and leave code system as either accurate (39) or very accurate (20).

While the principals believe that the reporting system is generally correct, they did make suggestions to improve the system especially at the local level. Their recommendations focused on such matters as computerization of the entire attendance and class cut accounting within the school and between the school and the central office.

Other suggestions centered on in-service education of all teachers, but especially new teachers, in order that the new system would be used efficiently and effectively.

A number of principals surfaced the need to hire full or part time assistance in the office to help with attendance.

PARENTS, THE SCHOOLS, AND DROPPING OUT

The vast majority of principals, sixty-two, believe parents can help in the schools' efforts to prevent truancy and dropping out. The principals suggested activities that parents can undertake at home with their children and activities that would involve parents directly with the school. At-home activities included helping students with homework, providing a time and place to do homework, monitoring their children's departure time from school whenever possible, and avoid keeping students at home to baby-sit, guard the house, or shop. At-school activities embrace a variety of volunteer work such as supervising in the library or cafeteria, and more importantly, working with networks of parents in an effort to decrease class cuts, truancy, and dropping out.

BUSINESS, THE SCHOOL, AND DROPPING OUT

In addition to providing such programs as adopt-a-school, career counselling, and part-time work, principals believe business leaders can provide other powerful incentives for students to remain in school. Specifically, principals believe business can provide tutors, job mentors, and successful role models to schools. They can also donate rewards for attendance, provide schools with state-of-the-art, high-tech equipment, and even intervene directly with students who have been identified by the schools as especially prone to dropping out. A complete listing of the principals suggestions is provided in the Appendix.

ADEQUACY AND AVAILABILITY OF BOOKS AND MATERIALS

Teachers and students require books and materials to accomplish the goals and objectives of the curriculum. In response to the question concerning the adequacy of books and materials, most principals (40) who responded to this question believe that they have sufficient materials to support their academic programs. Nine principals, however, all of whom are located in integrated general (3) and segregated general high schools (6) do not believe their books and supplies are adequate.

Adequacy is one dimension of the curricular materials problem; availability is another. Thus, principals were asked to respond to a question concerning the availability of books for each semester. Again, most principals (45) believe their schools receive books in a timely fashion. Twelve principals, eleven of whom are located in integrated general (3) schools or segregated general (8) schools do not believe that their books are available on time. It should be mentioned that no attempt was made to verify when principals actually ordered their textbooks. The recently revised ordering system appears to be effective.

PRINCIPAL TURNOVER

It is well established that principal turnover has a de-stabilizing effect on schools. We attempted to identify the type of school that experiences high rates of principal change. Principals were asked: "Including you, how many principals have there been at your school within the last fifteen years?" It is interesting to to note that there is relative stability among principals appointed to selective academic and selective vocational schools. That is, within the last fifteen years, principals in selective schools have had a tenure of at least five years. Quite another pattern unfolds in integrated and segregated general high schools. Thirty-nine schools reported having more than one principal within the last fifteen years. Among the segregated general high schools, six had three principals, seven had four principals and two had five principals, all within the last fifteen years.

Summer School/Evening Classes and the Child At Risk

Principals were queried concerning the value of summer school and evening classes to the child at risk of dropping out of school. Fifty-nine of the sixty principals who responded to this question believe summer school is helpful. Fifty-two of fifty-eight respondents agree that evening classes may help prevent dropping out.

When asked whether or not they would be willing to have summer school and evening classes at their own school buildings, fifty-six of forty-nine principals said they would welcome summer school at their sites. For a variety of reasons including quality control, only thirty-eight of fifty seven principals indicated that they would welcome evening classes at their schools.

CHICAGO - AN ECONOMY AT RISK

"For the past ten years, the high school dropout rate has been over 20% in the state and 45% in Chicago." (Illinois State Task Force on Hispanic Student Dropouts, 1985, p. 1) As a result of this high dropout rate, an increasing segment of our labor force lacks the basic skills required to succeed in most jobs.

A high dropout rate represents a threat to Chicago's future economic growth. This is illustrated by the contrast between Chicago and other cities in the U. S. which have been growing faster than Chicago. Most cities that exhibited a higher job growth rate than Chicago from 1960 to 1982 also had a higher percentage of high school graduates in 1980. (See Tables 4.1 and 4.2). For example, Chicago's job growth rate for 1960 to 1982 was only 24%. Houston's job growth rate was 246%, Atlanta's was 172%, Dallas' was 147%, Minneapolis' was 90%.

However, in terms of high school completion, only 56.2% of the city of Chicago's population 25 years old and over were high school graduates. (See Table 4.2) This high school completion rate is lower than that of Houston which had 68.4% of its population 25 years or over who were high school graduates, Atlanta's rate was 60.2%, Dallas' 68.5%, and Minneapolis' was 74.8%. Chicago (56.2% for 25 years and over) lags about 10% behind the nation (66.5% for 25 years and over) across most age categories in high school completion. Chicago's high school completion rate indicates that there were 180,206 more high school dropouts in the city of Chicago among persons over 25 years of age in 1980 than would be expected if the high school completion rate was the same as the national average.

TABLE 4.1

Job Growth Rates For Selected American Cities
1960 - 1982

From: U.S. Bureau of the Census:
"Education in the United States, 1940 - 1983,
A Survey of Trends and Current Concerns." 1985.

City	% of Job Growth 1960 to 1982
Houston, Texas	246%
Atlanta, Georgia	172%
Dallas - Ft. Worth, Texas	147%
Minneapolis - St. Paul, Minnesota	90%
Los Angeles - Long Beach, California	63%
Indianapolis, Indiana	53%
Milwaukee, Wisconsin	38%
Boston, Massachusetts	37%
St. Louis, Missouri	33%
Detroit, Michigan	30%
Philadelphia, Pennsylvania	26%
Chicago, Illinois*	24%
Cleveland, Ohio	21%
New York, New York	0%

* If the job growth rate in Chicago was consistent with the national job growth rate between 1976 and 1981, there would have been 239,000 new jobs created (8% of current work force). There would have been 79,000 new manufacturing jobs during this time, 48,000 new wholesale, retail jobs, 50,000 new government jobs, 34,000 new jobs in the service sector, 27,000 new jobs in transportation and construction, and 1,000 new jobs in the finance sector of the labor force.

TABLE 4.2

Educational Attainment by Percentage of Job Growth* by Major U.S. City

From: Jobs for Metro Chicago, p. 12

*See Table 4.1

City	High School Graduate		Four Years High School Plus College		Job Growth Rate
Age of Population	25+	18-24	25+	18-24	
Houston	68.4%	68.2%	23.1%	9.8%	246%
Atlanta	60.2%	75.3%	20.5%	8.5%	172%
Dallas-Ft. Worth	68.5%	71.5%	22.0%	11.1%	147%
Minneapolis	74.8%	84.9%	23.7%	12.6%	90%
Los Angeles	68.6%	68.1%	19.8%	7.0%	63%
Indianapolis	66.7%	71.5%	16.4%	7.8%	53%
Milwaukee	63.6%	75.6%	12.3%	7.0%	38%
Boston	68.4%	83.8%	20.3%	15.0%	37%
St. Louis	48.2%	63.9%	10.0%	6.6%	33%
Detroit	54.2%	63.9%	8.3%	3.8%	30%
Philadephia	54.3%	73.9%	11.1%	8.1%	26%
Chicago	56.2%	65.5%	13.8%	7.2%	24%
Cleveland	50.9%	67.9%	6.4%	4.2%	21%
New York	60.2%	70.8%	17.3%	10.4%	0%
Nation	66.5%	76.1%	16.2%	6.4%	

The difference in the proportion of college graduates between the above cities and Chicago is even more dramatic. In Chicago, 13.8% of the population 25 years old and over had completed four years of college or more. This compares poorly with the 23.1% of the population 25 years old and over in Houston who had completed four years of college or more. The rate in Atlanta was 20.5%, in Dallas was 22.0%, and Minneapolis was 23.7%. The rate for the nation as a whole was 16.2%. Cities with low job growth rates like Chicago had similarly low proportions of high school and college graduates.

Education attainment is growing more crucial to our society with the shift of jobs from manufacturing to the service sector. "Approximately 84% of all new jobs introduced into the economy between 1940 and 1980 were in the service sector." (Committee on Vocational Education and Economic Development in Depressed Areas, Susan W. Sherman, Editor, "Education for Tomorrow's Jobs," 1983, p. 6) And, "data from the Census shows that, in general, those employed in service jobs have higher education levels than those working in manufacturing."(Ibid, p. 8)

This need for greater educational attainment within a city's labor force can be exemplified in the case of a city similar to Chicago - New York City. New York City is also a northern city built on its manufacturing jobs. New York City has lost many of its manufacturing jobs to overseas. However, the "knowledge intensive component of these industries - managing, design, marketing, and clerical work, have remained in New York." (Sherman, 1983, p. 12) This has resulted in less demand for unskilled workers and a growing demand for technically skilled workers.

Chicago is also losing the manufacturing jobs its economy was built on.

Two hundred and forty (240) factories were closed in Chicago in 1980. (Chicago Tribune, "City on the Brink", May 10 - 14, 1981, p. 6) Chicago has been losing an average of total loss of about 20,000 jobs per year. (Ibid., p. 9)

A reason often cited by businesses for moving is the "school crisis." Chicago businessmen claim that Chicago schools are not preparing capable workers for the labor force. (Ibid., p. 28) One major Chicago bank hires youths from the Chicago public schools only for low level clerical jobs that will be wiped out by automation. The bank fills its high level jobs with youths from suburban schools. (Ibid., p. 28)

Chicago businesses are not only hiring from the suburbs, they are relocating there in order to find a better educated labor force. In 1975 Prudential Life Insurance Co. decided to move most of its administrative operations to Northwest Indiana because this area provided a better labor market. Metropolitan Life Insurance also built a regional office in Aurora due in part to the "good schools" and "high quality labor force." (Chicago Sunday Sun Times, October 26, 1975, p. 22)

In addition to moving from the city to the suburbs, companies are also moving out of the state. In his effort to lure business to his state, South Dakota Governor William Janklow used a full page ad in the Chicago Tribune. In this ad, he cited that South Dakota's "absenteeism is lower than anywhere else and our literacy rate is higher than anywhere else." (December 12, 1984, Section 3, p. 7)

Illinois Senate Joint Resolution #82 states that "... the presence of a large number of adults without a diploma creates the conditions for high unemployment and other social costs by virtue of lost talents and skills to the state of Illinois.." (Illinois State Task Force on Hispanic Student Drop Outs, 1985, p. 19)

Chicago's high dropout rate suggests to business people that the Chicago work force is likely to bring them more frequent problems than the labor forces of other cities which have better school systems. Workers who are dropouts from Chicago Public Schools are expected by employers to have higher rates of job absenteeism and job instability than high school graduates. The large number of high school dropouts who are already part of Chicago's labor force can seriously hinder the city's economic growth.

A study based on the 1981 National Longitudinal Survey of Youth Labor Market Experiences found that "high school dropouts had extremely high unemployment rates, 37% for female dropouts and 29% for male dropouts." (Susan W. Sherman, 1983, p. 95) Lower educational attainment also results in a lower income across ethnic groups. (See Figures 4.1, 4.2, and 4.3)

These charts (Figures 4.1, 4.2, and 4.3) show that the income gap between those with 1 to 3 years of high school and those with four years of high school is substantial and similar for black, white, and Hispanic males. Figures 4.4, 4.5, and 4.6 show that income gaps across ethnic groups still exist given similar education and age levels. These charts show that the Hispanic and blacks lag behind the whites in income across age and educational level combinations. This could be due to many variables such as discrimination or career choices.

FIGURE 4.1

WHITE MALES IN ILLINOIS: 1980 INCOME BY EDUCATION LEVEL AND AGE

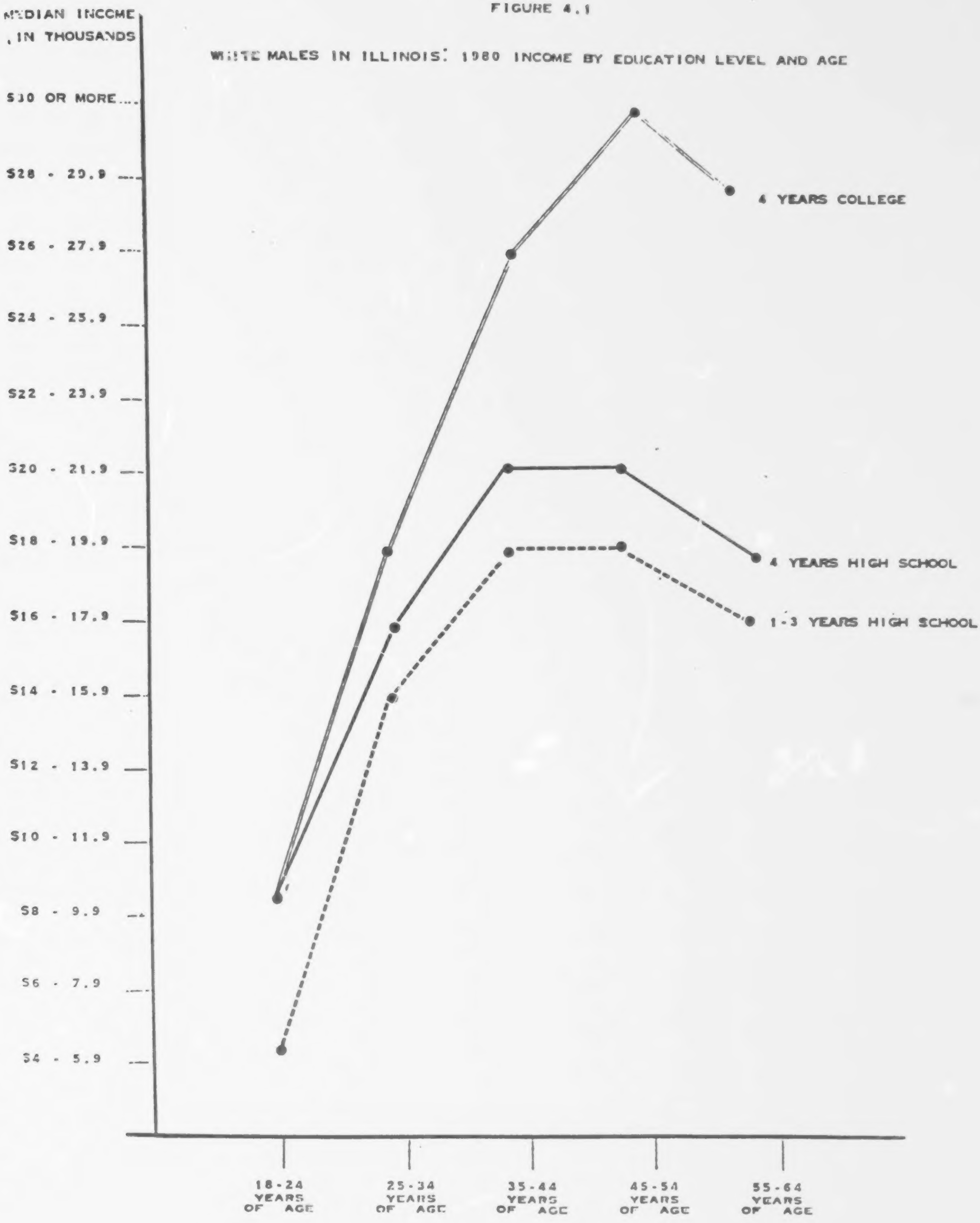


FIGURE 4.2

BLACK MALES IN ILLINOIS: 1980 INCOME BY EDUCATION LEVEL AND AGE

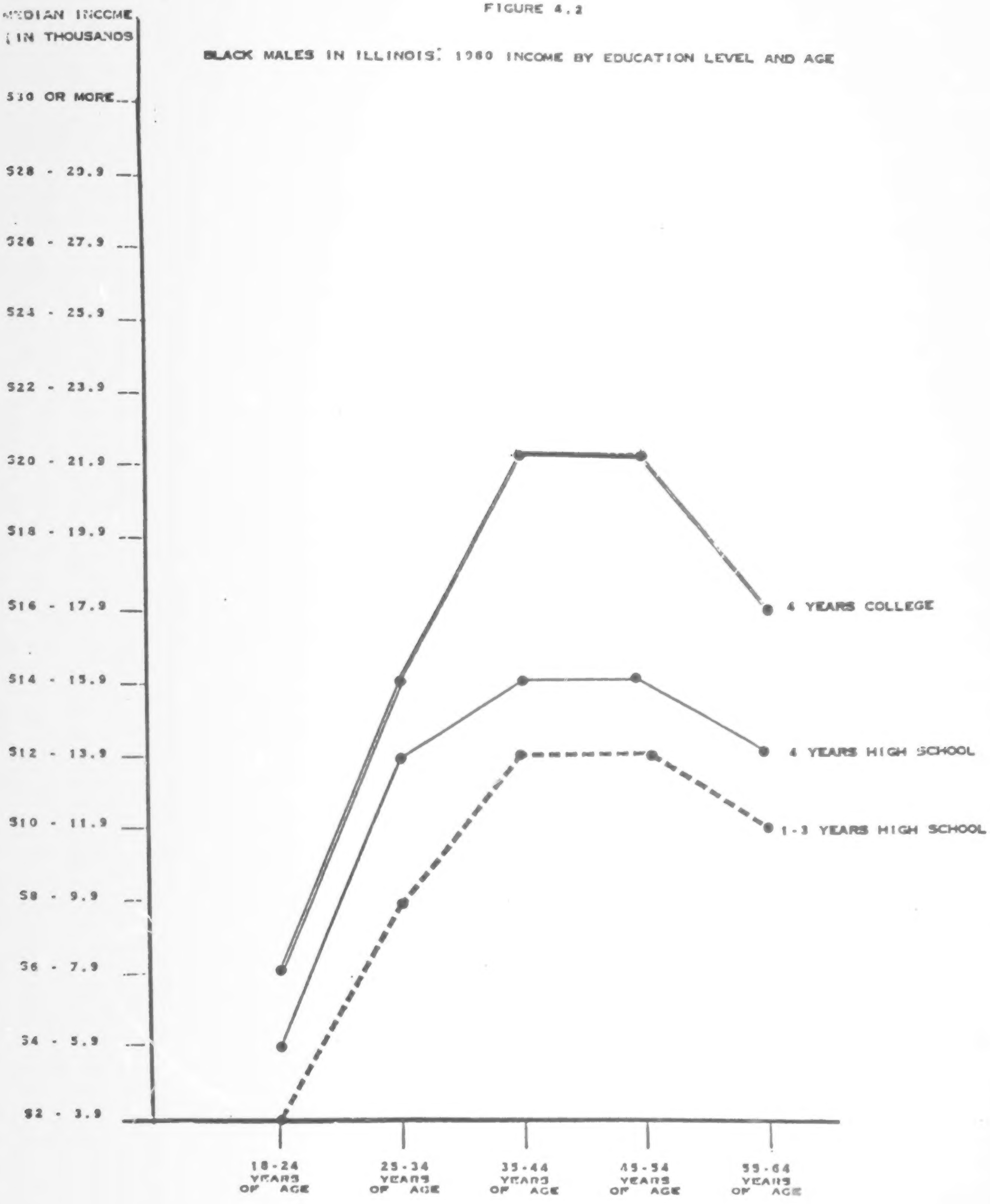
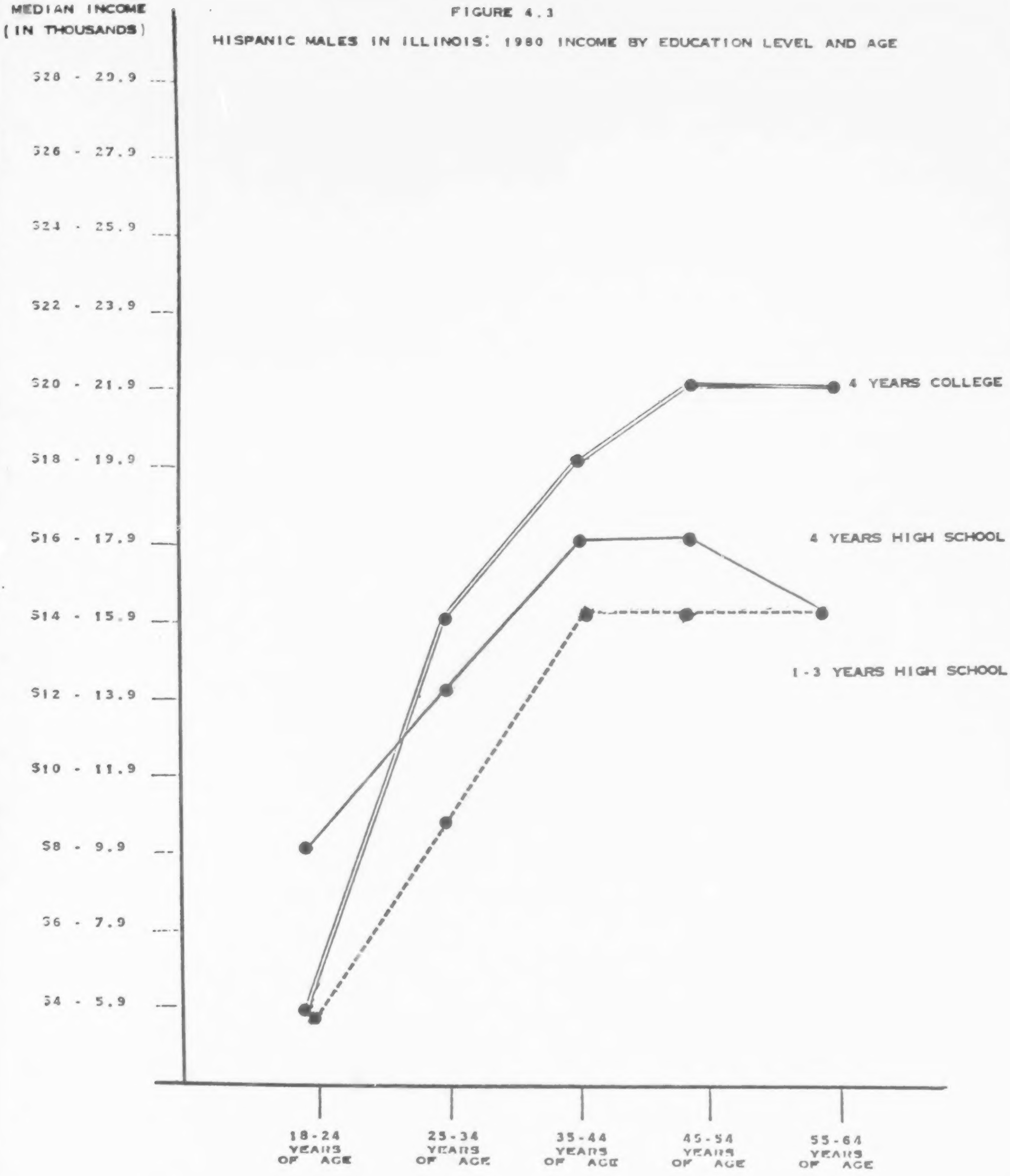


FIGURE 4.3

HISPANIC MALES IN ILLINOIS: 1980 INCOME BY EDUCATION LEVEL AND AGE



Additional educational attainment would benefit both workers and society. The main way that economists infer the contribution of education to the economy is by analyzing the earnings differentials between groups of individuals with different amounts of educational attainment, i.e., college graduates versus high school graduates; high school graduates versus less than high school and so on. It is assumed that at least part of these cross sectional earnings differentials represent the influence of additional years of schooling as opposed to the effects of other factors correlated with educational attainment, such as, ability. This part of the earnings differential is used to measure the contribution of additional educational attainment to aggregate economic growth. In a "growth accounting" study of the years 1948 to 1973, education's contribution to the growth rate in national income per worker was about 17% of all positive contributions to growth. (c.f. U.S. Bureau of the Census, 1985, "Education in the United States, 1940-1983," p. 11)

One would also expect that if additional educational attainment growth over time were contributing significantly to the economy, then earnings differentials would not decline even though the relative number were shifting toward more and more attainment. This indeed happened. The income differentials (gap) between young college graduates, high school graduates, and those with only some high school attainment have not declined over the 1950-1983 period (See Table 4.3) despite the large flow of people into the two graduate categories.

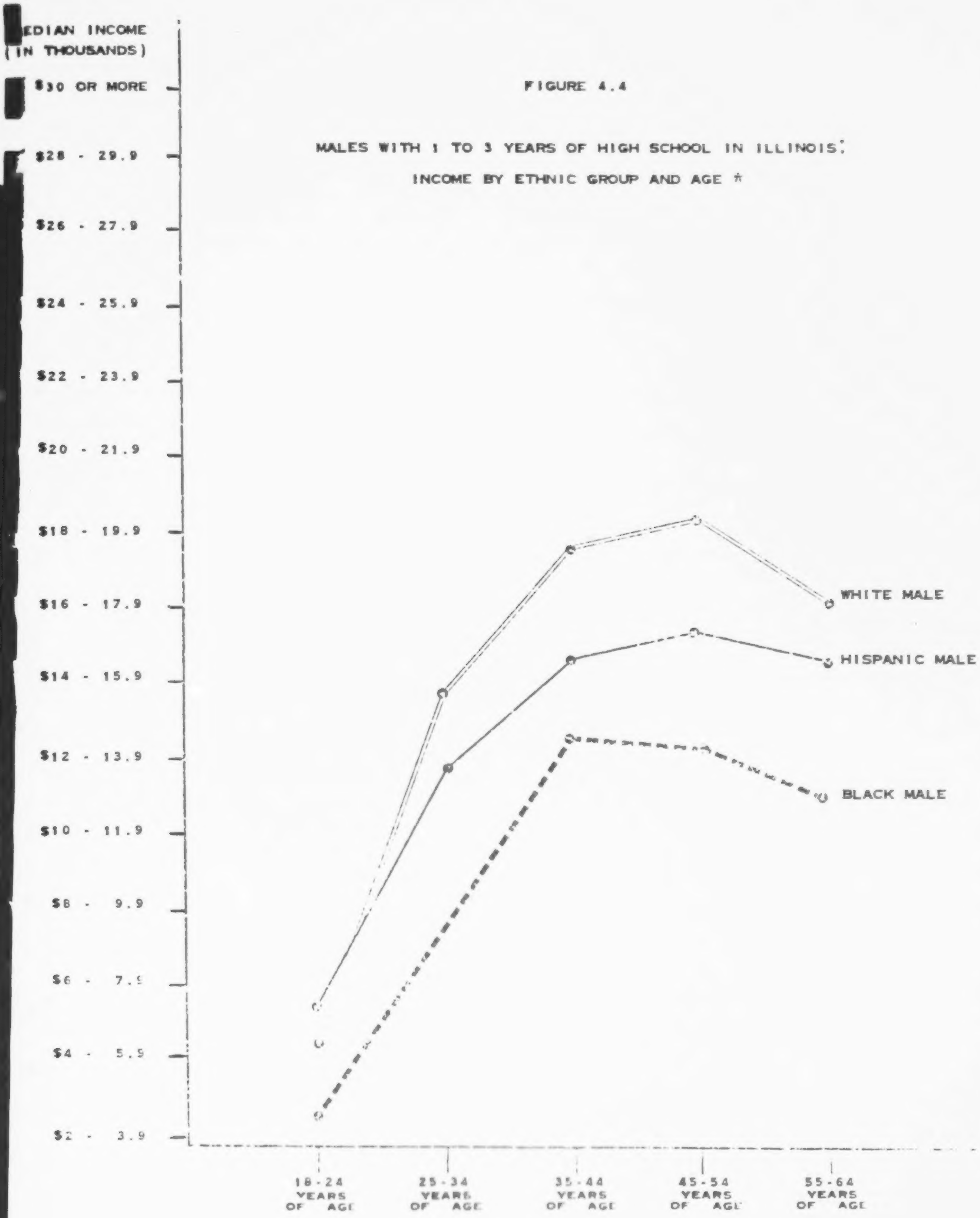


FIGURE 4.4

MALES WITH 1 TO 3 YEARS OF HIGH SCHOOL IN ILLINOIS: INCOME BY ETHNIC GROUP AND AGE *

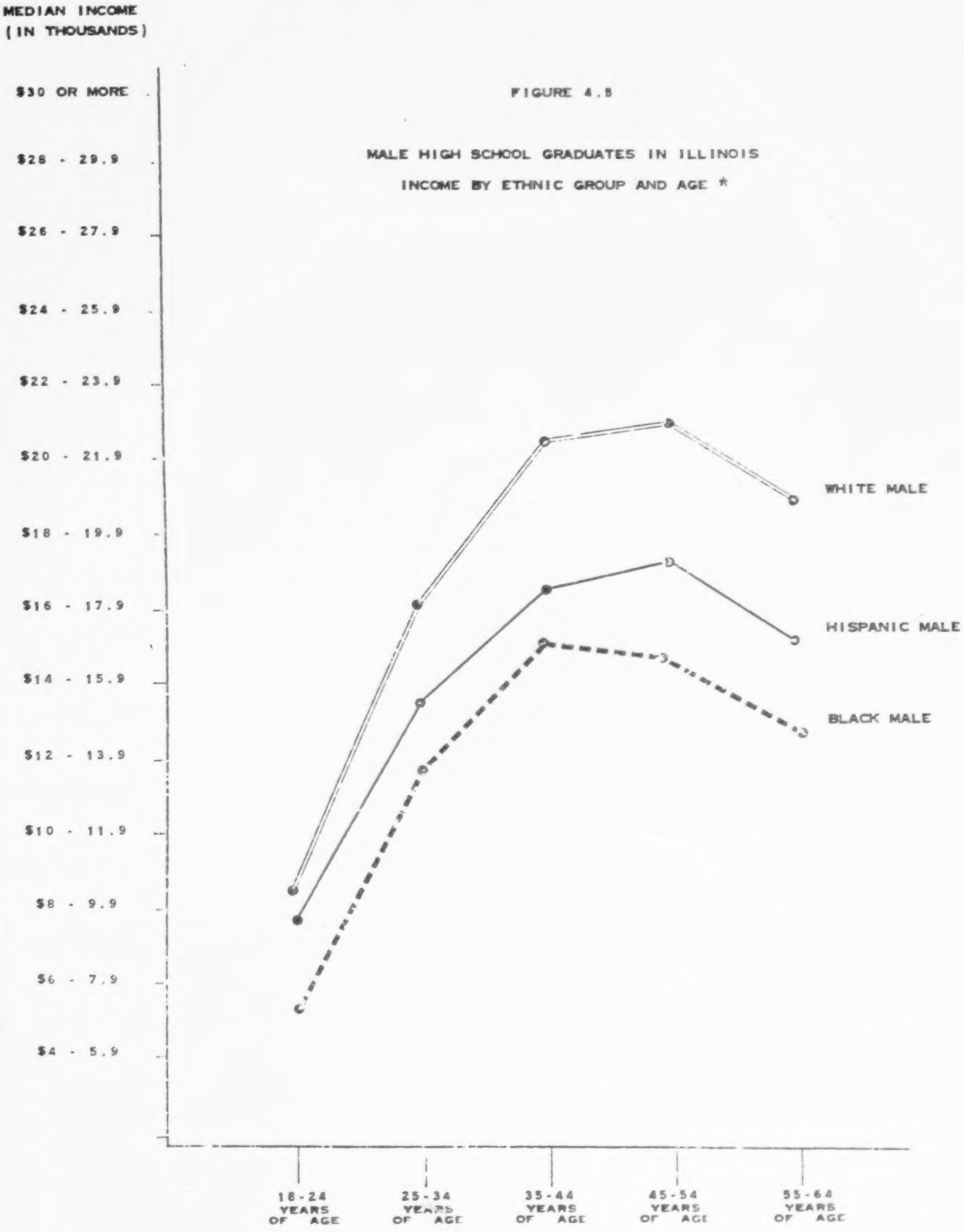


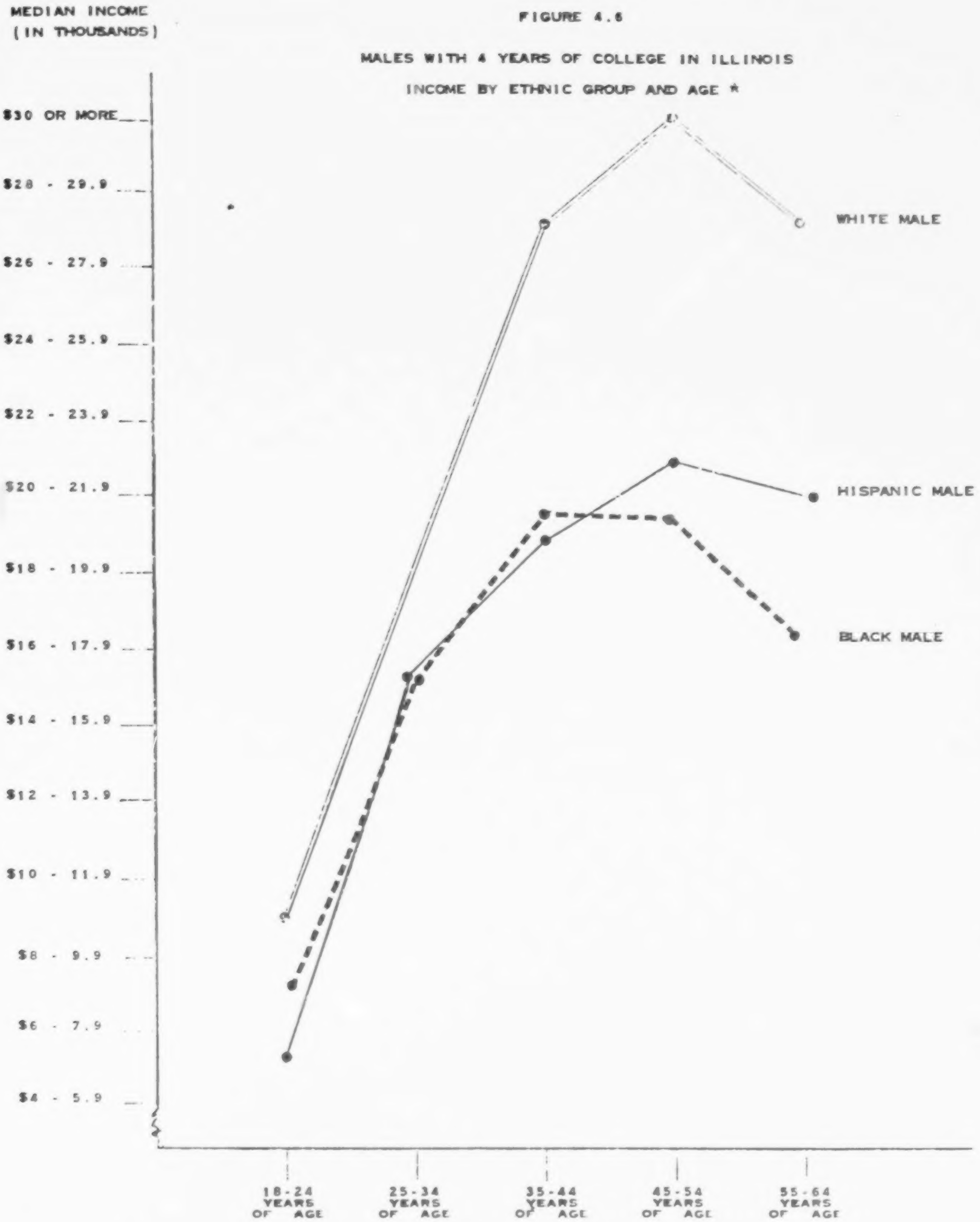
FIGURE 4.5

MALE HIGH SCHOOL GRADUATES IN ILLINOIS
INCOME BY ETHNIC GROUP AND AGE *

FIGURE 4.6

MALES WITH 4 YEARS OF COLLEGE IN ILLINOIS

INCOME BY ETHNIC GROUP AND AGE *



Furthermore, Table 4.3 shows that the income ratio between the high school graduates and persons with some high school (column 5) actually rose from 1.13 to 1.47 in 1983. Therefore, difference in educational attainment are a significant factor in explaining income differentials.

TABLE 4.3

Median Income of Male College Graduates, Male High School Graduates, and Those With Some High School, 25 to 34 Years Old, With Income During the Year: 1950 -1983

Year	College Graduates (1)	High School Graduates (2)	Some High School (3)	Ratio (1)/(2) (4)	Ratio (3)/(4) (5)
1950	3,510	3,095	2,735	1.13	1.13
1958	5,970	4,688	4,275	1.27	1.10
1961	6.640	5,175	4,415	1.28	1.17
1963	6,947	6,151	5,254	1.21	1.17
1967	8,762	6,882	5,922	1.27	1.16
1969	10,908	8,008	6,693	1.28	1.20
1971	10,908	8,556	7,331	1.27	1.17
1973	12,349	10,153	8,448	1.22	1.20
1975	13,232	10,767	8,241	1.23	1.31
1979	17,345	14,280	10,983	1.21	1.30
1981	20,589	15,393	11,173	1.34	1.38
1982	21,149	15,298	10,948	1.38	1.40
1983	21,988	15,789	10,711	1.39	1.47

Source: 1950, 1950 Census of Population, Special Reports, Educational Attainment, table 12; 1958-82, U.S. Bureau of the Census, Current Population Reports, Series P-60 Income of Families and Persons in the U.S. various issues, 1983 from forthcoming P-60 report.

The high dropout rate in the city of Chicago costs the state of Illinois over $22 million every year. That is, in 1983 a high school dropout made $5,068 a year less than a high school graduate. This translates to $127 a year less on state income taxes per high school dropout. Considering that the city of Chicago had 180,000 more dropouts than the national norm (see Table 4.3), this translates into $22.8 million a year less in state income taxes. In reality, this is a very conservative estimate because the numbers are based on 1983 dollars and because the income differential for those high school dropouts who would have gone to college is even greater. Furthermore, high school dropouts are likely to contribute less in the form of other taxes, such as, real estate and sales taxes.

The high school dropout rate is also an economic problem with national dimensions. High school dropouts make lower contributions to the social security system. Using the above figures, they contribute at least $725 a year less (in 1983 dollars) than high school graduates. In twenty years, the "baby boom" generation of the 1950s will start to retire from the work force. This will leave a progressively smaller work force to support a larger number of retired persons. This smaller work force will be composed of a higher proportion of high school dropouts than was common in the "baby boom" generation. It is likely that such smaller working population could be productive enough to support a rising level of income for themselves and for those retired. The effort to make this smaller working population of the future more productive has to start now.

CHAPTER FIVE

ANNOTATED BIBLIOGRAPHY

OF

DROPOUT RELATED RESEARCH LISTED ALPHABETICALLY BY AUTHOR

Compiled by Olga Reyes

Aspira Inc. of Illinois and Charles L. Kyle Jr. Aspira Chicago Hispanic Dropout Study June, 1984. Chicago, IL: Aspira Inc. of Illinois

Aspira Chicago Hispanic Dropout Study

Aspira Inc. of Illinois and Charles L. Kyle Jr.

June, 1984. Chicago, IL: Aspira Inc. of Illinois

This study investigated the nature and extent of the Hispanic dropout problem. The 1979 freshman cohort from two predominantly Hispanic high schools in Chicago comprised the sample for this study.

It was found that only 26% of those entering freshmen were confirmed graduates four years later. A 47% drop out rate was estimated for the entire Chicago Public School system for the Class of 1983.

A stratified random sample of 201 youths were interviewed to assess the reasons for leaving school. fear of gangs was the reason most cited for dropping out of school.

Also discussed within the context of this study is the inadequate method used by the city and state to compute the dropout rate. The reliability of official documents is brought into question.

The schools' under-estimation of the seriousness of gang problems is also discussed.

Recommendations on the basis of the findings include: 1) The need for accurate assessment of the dropout problem, 2) The influence of gangs in school must be recognized and addressed, 3) Predominantly Hispanic schools should be treated as a subculture. The need for further study is also discussed.

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Aspira Inc. of New York Racial and Ethnic High School Drop Out Rates in New York City: A Summary Report.1983. New York, NY: Aspira Inc. of New York.

Racial and Ethnic High School Drop Out Rates in New York City: A Summary Report.

Aspira of New York, Inc. 1983.

This report summarizes a study released in June of 1983 and commissioned by Aspira of New York on the state of public secondary education in New York City. The complete study is titled: Minority Secondary Education in New York State and New York City.

This summary reports on the findings of the original study and discusses Aspira of New York's previous research on the topic of educational attainment of Puerto Ricans and other Hispanic youth. Excerpts from this report are provided which include statistical data and analyses.

Among the general conclusions drawn from the study are the following: 1) An extremely high dropout rate for Hispanic and Black students in New York's public schools; 2) New York City public high school performance has in general been inferior in a number of areas relative to high schools in the rest of the state. Its dropout rate was four times that of the rest of the state; 3) There has been a near doubling in the last six years of the number of students in special dropout programs and alternative schools where they are not taking courses for credit and 80% of these youths are expected to drop out eventually; 4) There was a low percentage of Hispanic teachers and administrators despite the growing numbers of Hispanics in the student body.

Finally recommendations for action are offered that reflect the urgent need to rectify the current educational dilemma with Hispanic youth in New York.

Beck, L. and Muir, J. A.. "A Portrait of Tragedy: Research Findings on the Drop Out." The High School Journal. November 1980. Vol 64. No. 2. pp. 6 5-72

"A Portrait of Tragedy: Research Findings on the Drop Out."

L. Beck and J. A. Muir

The High School Journal. Nov. 1980, Vol. 64, No. 2, pp. 65-72.

This paper examines the dropout dilemma, discussing dropout characteristics including the dropout's family, SES, social factors, the dropout's attitudes, behavior and academic life. Costs of dropping out are also discussed, namely, in terms of effects on employment opportunities.

Reviewed are current programs designed to improve the dropout's job skills and/or educational attainments. These programs fall into four categories: adult education, "operation return to school," work study, and job upgrading programs. Finally, preventive programs at the high school and early childhood level are also discussed.

Boyer, Ernest L. High School. A Report on Secondary Education in America. New York: Harper Colophon Books. 1983.

High School. A Report on Secondary Education in America.

Ernest L. Boyer

New York: Harper Colophon Books. 1983.

This book summarizes findings and recommendations of a study done by the Carnegie Foundation for the Advancement of Teaching. The Foundation studied fifteen high schools across the country in an effort to uncover the problems in public high school education and potential solutions.

A look was taken at the status of public high schools nationwide via the examining of national school measures (SAT, ACT, and National Assessment Scores). On the basis of this data, school visits, a literature review, and discussions with professionals both in and out of education, a framework of topics emerged as a functional basis from which to proceed with the study.

These themes include: goals, curriculum, teachers, teaching and learning technology, structure, school leadership, connections outside the school setting, and community support.

A series of proposals were drawn and are discussed relevant to the promotion of school revival and reform.

Chicago Public Schools Task Force on Drop Out Reduction Report on Drop Out Prevention. December 1984. Chicago, IL: Chicago Board of Education

Report on Drop Out Reduction

Chicago Public Schools Drop Out Reduction Task Force

December 1984

This report describes the efforts of a 32 member Dropout Reduction Task Force organized to make recommendations to develop new dropout prevention programs and strategies and to improve existing ones. Subcommittees examined model programs for dropout prevention, community group intervention strategies, and ways to effectively collect, report, and analyze dropout data.

Among the areas described are cost and no cost recommendations, current programs targeting potential dropouts and out of school youth; education models for early prevention programs; administrative suggestions; dealing with absenteeism; new program ideas; and program alternatives for the student limited in English proficiency.

Conrath, J. "Snatching Victory from the Jaws of Learning Defeat: How One School Fought the Drop Out Blitz." Fall, 1984. *Contemporary Education* Vol. 56, No. 1.

"Snatching Victory from the Jaws of Learning Defeat:
How One School Fought the Drop Out Blitz."

J. Conrath

Contemporary Education., Fall, 1984. Vol. 56., No. 1.

Described as a dropout prevention program implemented in suburban Portland, Oregon, and targeted at students at risk of dropping out, participation in this program was voluntary. Credit for participation was awarded on the basis of following program rules (completing assigned work, write in journals, participation in conferences) and completing 50% of goals delineated by the student himself at the outset of the program. The success of the program was reflected in the decline in the yearly dropout rate, the increase in the grade point average, improved academic progress as noted by teachers.

Dix, Paul., Editor. *Gangs* 1984. Chicago, IL: Chicago Tribune Co.

Gangs

Paul Dix, Editor

Chicago Tribune. 1984.

This book is a compilation of articles that appeared in the Chicago Tribune in the months of January, November, and December, 1984. The articles deal with a series of gang related issues, including deaths, violence; police and public efforts to combat gang problems; gang body language; the 97 gang related deaths that occurred in 1984.

Fine, M. and Rosenberg, P. "Dropping Out of School: The Ideology of School and Work." 1985. Journal of Education. Summer, Vol. 165 (3), pp. 257-272.

"Dropping Out of School: The Ideology of School and Work."

M. Fine and P. Rosenberg

Journal of Education. Boston. Summer. 1983.Vol. 165 (3), pp. 257-272.

This paper examines research that disputes the traditional portrayal of the high school dropout as "loser" and, to the contrary, indicates that many dropouts are highly motivated, intelligent, and critical of educational institutions and labor market opportunities. Also, discussed is who drops out with respect to gender, race/ethnicity, and class.

This paper concludes that the "dropout tragedy" is often explained in terms of individual and family factors, thereby detracting from the dropouts' critique of schools and the labor market and the race, class, and gender biases operating in these settings.

Gardiner, J. and Nazari, Ali. "Student Attrition Research: Implications for Retention Strategies." Winter, 1983. *NASPA Journal.* 20: 25-33.

"Student Attrition Research: Implications for Retention Strategies."

J. Gardiner and Ali Nazari

NASPA Journal. Winter, 1983. Vol.20:25-33.

This article discusses the decline in college enrollment within the context of why students persist, rather than why they leave. Current responses to problems of student attrition are discussed. Also addressed are retention strategies. These strategies are based on the most comprehensive study of student retention conducted by Beal and Noel and sponsored jointly by the National Center for Higher Education Management Systems and the American College Testing Program.

Researchers conclude that the primary goal should be to better meet student needs and to provide a more meaningful educational experience. Other important factors cited in influencing retention include faculty-student interaction, quality teaching, adequate financial aid, student involvement in campus life, and higher quality advising.

Greeley, Andrew. *Minority Students in Catholic Secondary Schools.* 1984. Unpublished Manuscript.

Minority Students in Catholic Secondary Schools.

Andrew Greeley

Unpublished Manuscript. 1984. National Opinion Research Center.

This book explores the reasons for the superior performance of black and Hispanic students who attend Roman Catholic secondary schools over their public school counterparts. The explanation for this educational phenomena is sought in the family characteristics of the student, in his own characteristics, and in certain school characteristics. The sample consisted of about 58,000 youngsters enrolled in 1015 public and private high schools. (This research comprises an aspect of the "High School and Beyond Study"; a national longitudinal study of high school sophomores and seniors followed throughout high school and the transition period to post-secondary education, work, and family formation). Questionnaires and cognitive tests were administered to the subjects in the High School and Beyond sample.

Several conclusions are drawn from the research. Expectations, both personal and familial, and confidence in graduating from high school are identified as reasons for Catholic minority high school student success. The youngsters who choose or are chosen for these schools are largely responsible for the disciplinary control and academic excellence of the Catholic school. More time spent on homework and higher academic test performance are explained by both input characteristics and by school effects (religious order ownership of the school, quality of discipline, and also quality of teaching). These conclusions are discussed in the context of their implications and the further research that is needed.

Other chapters address discipline in the Catholic school, academics and religion, upward mobility and Catholic secondary schools, effects of tracking, and finances of Catholic schools.

Gutierrez, M. and Montalvo, B. Dropping Out and Delinquency Among Puerto Rican Youths: A Longitudinal Study. 1984.

Dropping Out and Delinquency Among Puerto Rican Youths: A Longitudinal Study.

M. Gutierrez and B.Montalvo

1984.

This report summarizes a three year study conducted which explored three main questions:

1) Whether there was a relationship between dropping out and delinquency?

2) Whether the dropout situation in Philadelphia among Puerto Rican youths had changed?

3) And whether differences existed between public and parochial school youngsters?

A cohort of 505 male and female Puerto Rican 10th graders in Philadelphia and their mothers or guardians comprised the sample. Subjects were surveyed during the study's first year, and followed up annually for the subsequent twwo years of study. The study yielded a number of findings.

Several main results were:

1) Fewer dropouts and delinquents existed in the parochial schools;

2) A significant relationship was found between dropping out and delinquency;

3) Dropping out among females was found to be due mostly to pregnancy;

4) Thirty-four percent of entering 10th graders had left school by their senior year;

5) Many similarities were found along family variables for parochial and public school non-delinquent stay-ins.

A summary of recommendations is also included.

Hallinger, P. and Murphy, J., Weil, M., and Mitman, A. "School Effectiveness - Identifying the Specific Practices, Behaviors for Principals. April 1983. NASSP Bulletin. Vol. 67, pp. 83-91.

"School Effectiveness -

Identifying the Specific Practices, Behaviors for Principals"

P. Hallinger, J. Murphy, M. Weil, and A.Mitman

NASSP Bulletin. April 1983. Vol. 67, pp. 83-91.

This article discusses the import of strong leadership as a key ingredient in the effectiveness of a school. Several factors are identified as characteristics of effective schools. The paper goes on to translate from these general characteristics, specific practices and behaviors which contribute to school effectiveness.

General dimensions that comprise instructional leadership are outlined, including defining school mission, managing curriculum and instruction, promoting a positive learning climate. One such dimension is used to illustrate the extrapolation of specific principal behaviors from it.

Hess Jr., G. Alfred and Lauber, Diana. Drop Outs from the Chicago Public Schools. April 1985. Chicago, IL: Chicago Panel on Public School Finances.

Dropouts from the Chicago Public Schools.

G. Alfred Hess Jr.and Diana Lauber

Chicago Panel on Public School Finances, April, 1985.

This study employed a longitudinal approach and collapsed all leaving-school categories in assessing the current dropout rate. Freshmen who entered a Chicago Public High School as part of the graduating classes of 1982, 1983, and 1984 were tracked. The method accounted for entry into a Chicago Public School, a transfer within the system, a transfer out of the system, graduation, dropout, and active enrollment after expected graduation.

Some problems with this more exact attempt at dropout calculation are revealed and discussed.

The findings of the study indicated a 43% dropout rate for the class of 1982, with comparable figures for the classes of 1983, and 1984. Hispanics and Blacks were found to be most likely to drop out. A major conclusion of the study is that the Chicago Public School System tends to channel dropout prone students to inner city Black and Hispanic high schools.

Several recommendations are made by the study: 1) The dropout problem should be approached at the elementary school level, 2) New curricular and educational approaches are in order for high school students whose needs and interests are not being met, 3) A dropout prevention strategy should target elementary students with low reading levels, 4) Grade retention should not be implemented as a dropout prevention measure, 5) Attention should be directed to schools that do not measure as as expected with the students received, 6) The Chicago Board of Education's need for a sound dropout recording procedure comparable to the one used in this study.

Hispanic Alliance of DePaul U., Loyola U., and Mundelein U.
Developing Resources for Leadership: Hispanics and Higher Education
1983. Chicago, IL: Hispanic Alliance at DePaul University.

Developing Resources for Leadership: Hispanics and Higher Education.

Hispanic Alliance of DePaul U., Loyola U. , and Mundelein U.

1983.

The purpose of this study was threefold: 1) To identify reasons for low Hispanic enrollment in higher education programs at DePaul, Loyola, and Mundelein; 2) To explore the problems and possible solutions in the delivery of university instruction and certification; 3) To modify the delivery of educational services in a way to optimize student-community/institution relationships.

Seven public and seven Catholic high schools, the three mentioned universities, 1 community college, 7 Catholic school counselors, and 23 public school counselors participated in the study. Eighty-eight high school senior parents, and 12 leaders of community based organizations involved in educational concerns/community issues were interviewed.

A strategy for data collection was developed uniquely for each of a series of factors believed to function interactively in their effect on the education of Hispanic youth (parents, neighborhoods, schools, community organizations, admission practices at the Hispanic Alliance institutions, work, and attendance at community colleges).

The high school data indicated that Hispanic youth are highly motivated to attend college; their principal barrier is economic. At the college level, Hispanic students tended to be socially isolated, maintain a busy study/work schedule, and perform average or better academically. These conclusions are elaborated and relevant policy implications are also discussed.

Illinois Comm. on the Improvement of Elem. and Sec. Education Excellence in the Making. 1985. Springfield, IL: Illinois State Legislature.

Excellence in the Making.

Illinois Commission on the Improvement of Elementary and Secondary Education

Illinois State Legislature. 1985.

This report summarizes the recommendations proposed by a group of 20 citizens who were directed by the Illinois General Assembly to identify the principal problems in Illinois elementary and secondary schools. The group specified five ingredients that are essential for a school to achieve educational excellence. These are: 1) Clear expectations; 2) Emphasis on the primary purposes of schooling; 3) Competent and caring teachers and administrators; 4) Support from parents and community; 5) Appropriate learning resources.

With these as broad guidelines, the group makes many recommendations in the area of instructional standards and pupil performance, personnel, organization and administration.

It is stressed that excellence in Illinois schools depends on efforts for improvement in all these designated areas; focus must be directed on the recognition of the interdependence of all these factors.

Illinois Legislative Study Commission on Gang Crimes Annual Report of Gang Crimes Study Commission, 1984. Springfield, IL:Illinois State Legislature.

Annual Report of Gangs Crimes Study Commission.

Illinois Legislative Study Commission on Gangs Crimes

1984.

This report describes street gangs in Chicago, their crimes, members, activities, meetings, concepts as a group; various meetings, public hearings and issues unique to gang crimes problems. This report is submitted annually (since 1982) by the Gang Crimes Study Commission, a group created for the purpose of identifying gang crime problems in the city of Chicago and surrounding suburbs.

The report is thorough and includes statistics on street gangs in Chicago today, street gang components, sources of gang income (both legal and illegal), weapons used by gangs, weapons seized from gang members, gang fights, recruitment, gang affiliations, gang terms. Identification of Chicago street gangs according to police district, gang colors, emblems, allied gangs and their opposition are described. Reports issued by the Gang Crimes Study Commission on nine different groups are also provided. Several recommendations made to the Illinois Legislature regarding gang crime are also outlined by the Commission.

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Illinois State Task Force on Hispanic Student Drop Outs *A Generation Too Precious To Waste* 1985. Springfield, IL: Illinois State Legislature.

A Generation Too Precious To Waste

Illinois State Task Force on Hispanic Student Drop Outs

Illinois State Legislature. 1985.

"This Task Force began with a focus on the Hispanic dropout problem, but their work made clear that the problem exists among students in all Illinois communities.

"Among the facts revealed in this report are the following: 1) According to the Illinois State Board of Education, the District-wide dropout rate in the city of Chicago is over 40%. Black students are the most vulnerable with a dropout rate of in 1984 of 56.9%. Hispanic students drop out at a rate of nearly 48% and Chicago's white students left our school system at a 25% rate.

"In downstate Illinois, the dropout rate reaches over 20 percent in some 14 counties. It is not just a city problem; it is not just a black or Hispanic problem; the dropout rate severely impacts our crime rate, teen pregnancies, drug abuse and addiction and in the end... all Illinois residents pay the heavy price of higher unemployment, increased welfare costs, and a loss of economic activity.

"Where do these kids go? Clearly, without other alternatives, they are going to the streets. It is now very clear to the members of the Task Force that the dropout problem permeates all segments of our community." (Illinois Senate Phillip Rock at a Press Conference on March 24, 1985 announcing the results of the Task Force Report.)

The Task Force Report includes the following findings: 1) No standard definition of a dropout exists, resulting in inaccurate collection and reporting of school data; 2) Gang intimidation is a major cause of male students in Chicago dropping out while pregnancy is a major cause for females;

3) Drugs are available in and around the schools; 4) School officials frequently encourage students to leave school; 5) Guidance counselors and other support services are woefully inadequate; 6) Alternative programs, such as summer school, night school, and after school activities are not accessible or affordable to students in the most need of services.

Legislative recommendations included: 1) Establishment of a standard definition for a "dropout" and a uniform method of recording and monitoring the data; 2) Illinois Auditor General is to monitor collection of dropout data; 3) Criminal penalties are to be enacted for falsification of dropout data; 4) Reestablishment of state supported summer school; 5) Providing of after school programs and accredited night school; 6) Establishment of work study and internship programs; 7) Reduction of the ratio of counselor to student from 450 to 1 to 250 to 1; 8) Establishment of a partnership between the ailing elementary and secondary schools and the healthy institutions of higher education through the providing by higher education of in-service for teachers in elementary and secondary schools and the tutoring of their students by college students. Also, the colleges and universities should be given grants to research the causes of and solutions for the dropout problem.

Jimenez, R. "Understanding the Culture and Learning Styles of Hispanic Students." February 1983. Momentum. Vol. 14: 14-18.

"Understanding the Culture and Learning Styles of Hispanic Students."

R. Jimenez

Momentum. February, 1983. Vol. 14:14-18.

The growing Hispanic population in the United States is discussed to highlight the current need for educators to modify their programs tc accommodate the unique qualities that accompany another culture. It is noted that inter-ethnic research in education has indicated that particular socialization practices fostered and maintained by a cultural group influences the learning, motivational, and communication styles of that group.

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Kyle Jr., Charles L. "Los Preciosos" The Magnitude of and Reasons for the Hispanic Dropout Problem in Chicago: A Case Study of Two Chicago Public High Schools.June 1884. Unpublished Doctoral Dissertation. Evanston, IL: Northwestern University.

"Los Preciosos"

The Magnitude of and Reasons for the Hispanic Dropout Problem in Chicago: A Case Study of Two Chicago High Schools

Charles L. Kyle Jr.

Unpublished Doctoral Dissertation - Northwestern University 1984

Following are the major findings of the Kyle/ Aspira Inc. of Illinois study of dropouts conducted at Humbolt Park High School and West Town High School. Both public high schools are predominantly Hispanic -- 1983-1984.

-- More than 70 percent of students who entered the high schools in September 1979 did not graduate.

-- While the Chicago Board of Education statistics on student "attrition rates" clearly show how few freshmen ever graduate, the Board reports "dropout" rates of less than 10 percent.

-- To mask the true dropout rate in the schools, officials consistently misrepresent statistics by using inappropriate data and/or formulae.

-- The study's interviews with more than 200 students, both dropouts and students who remained in school, identified fear of gangs as the single most-often-cited reason for a student's decision to leave school before graduation.

-- While maintaining that gangs have scant influence in or around school property, school officials approve transfers from one school to another based on the students' gang affiliations.

-- Teachers at schools heavily infested with gang activity are for the most part woefully uninformed about gangs which operate openly within their schools.

-- Students claim that drug sales in and around schools are pervasive.

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Lightfoot, Sarah Lawrence. The Good High School. 1983. New York, NY: Basic Books.

The Good High School.

Sarah Lawrence Lightfoot

New York: Basic Books. 1983.

This work provides portraits of three types of schools: the urban school, the suburban school, and the elite school. Two specific schools are identified and described within each category. The schools described are six schools that have a reputation of excellence.

The author chose these particular schools for description in her effort to adopt a perspective different from the common viewpoint in examining schools. The tendency is to focus on what is wrong with an institution. The point of view taken in this book discusses the ingredients that make a good school. The portraits put forth in this effort yield accounts of school cultures from an educational framework. They also describe the school cultures as reflected by the cultural aspirations and subcultures within the society.

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Lloyd, D. "Prediction of School Failure from Third Grade Data." Educational and Psychological Measurement. Vol.38, pp. 1193-1200.

"Prediction of School Failure from Third Grade Data."

D. Lloyd

Educational and Psychological Measurement." Vol. 38, pp. 1193-1200, 1978.

Retrospective data was analyzed on 788 third grade boys and 774 third grade girls who were known later to have become high school dropouts or graduates. The results of this study indicated that dropouts and graduates were correctly identifiable as such 75% of the time based on the third grade data. Prediction was less accurate for dropouts than graduates, however, with an estimated 6 or 7 of every 10 failures correctly classified by third grade characteristics.

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Lucas, Isidro. Puerto Rican Dropouts in Chicago: Numbers and Motivations. (Final Project Report No. 0-E-198). 1971. Chicago, IL: Council on Urban Education.

Puerto Rican Dropouts in Chicago: Numbers and Motivations.

Isidro Lucas

Council on Urban Education. Chicago, Illinois. 1971.

This study examined the figures of enrollment and withdrawal from schools in order to ascertain an accurate Puerto Rican dropout rate in Chicago public schools. The study also sought to explore students' motivations for leaving school.

Having found the data in the Chicago School Board's Bureau of Research High School Dropout Report (1960-1961 to 1968-69) unsatisfactory for a number of specified reasons, Lucas generated numbers through statistical sampling. Three city high schools with the largest percentages of Puerto Rican pupils were used: Murray A Tuley, William H. Wells, and Robert Waller. In investigating reasons for dropping out, questionnaires were prepared for dropouts. The main areas explored were Puerto Ricans' attitudes toward themselves, their families, their friends, and school.

The results of this study found a 71.2% dropout rate for Puerto Rican young men and women. Dropping out was found to take place primarily in freshman and sophomore years, and after 8th grade. Three areas of motivation for leaving school were found to be relevant:

1) The Chicago Puerto Rican youth had problems with his identity;

2) The youth and the family --- disruption with family migration, teen pregnancy.

3) The youth and the schools - poor overall relationships with their schools and aspects of their schools (i.e.teachers - students unable to relate).

These areas are discussed. A separate section addresses a series of recommendations based on the findings.

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Luxenberg, S. "The College Takes a High School." December 1977. Change Magazine. Vol. 9, No. 12, pp. 21-23.

"The College Takes a High School."

S. Luxenberg

Change Magazine. December, 1977. Vol. 9, No. 12, pp. 21-23.

This paper describes a program designed to motivate potential dropouts to graduate from high school and go to college. College students receive academic credit for tutoring high school students. Middle College High School is housed on a university campus so the high school students also get exposure to campus life.

Other aspects of the high school's program include opportunities for juniors and seniors to work outside of school in internships; access to preparatory elementary college courses for which they receive high school credit; availability of college course work which can be "banked" toward future college credit. Middle College High School's success is also discussed.

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Mahan, G. and Johnson, C. "Dealing with Academic, Social, and Emotional Problems." 1983. NAASP Bulletin. Vol. 67, No. 462, pp. 80-83.

"Dealing with Academic, Social, and Emotional Problems."

G. Mahan and C. Johnson

NAASP Bulletin. April, 1983. Vol. 67, No. 462, pp. 80-83.

This paper discusses the results of a study conducted by a task force examining the high school dropout problem. A general description of the high school dropout is offered and several variables associated with the dropout problem are also presented. Alternatives for helping the potential dropout are discussed as well.

Michigan Dept. of Education, Office of Hispanic Education Hispanic Student Dropouts and Hispanic Performance in MEAP Tests. Sept. 1984.

Hispanic School Dropouts and Hispanic Performance in MEAP Tests.

Michigan Department of Education. Office of Hispanic Education. Sept. 1984.

In this study, a sample of 156 students drawn from a population of 76 predominantly Hispanic high schools in Michigan were surveyed in an effort to explore the reasons for leaving school; 101 of the 156 students were graduates, 55 were dropouts. Parents of these youngsters were also interviewed.

Another component of the study examined the performance of Hispanics and other racial/ethnic groups on the Michigan Educational Assessment Program Tests (MEAP). The data from this study indicated that school environment, home-school relations, and student attitudes affect a student's decision to stay in or leave school. The MEAP data revealed that 56% of the Hispanic students in the Fall of 1983 achieved minimum acceptable levels of performance in reading, with a 23% point disparity between that figure and the overall state wide percentage; in math 55% of the Hispanic students performed satisfactorily compared with the 70% figure for students state wide. These findings are discussed in detail.

Strategies are recommended at a preventive and remedial level. These recommendations call for early identification of dropout prone students, more parental involvement, exemplary instructional programs for at risk students, student leadership forums, and cooperative supportive services. Other strategies are also discussed.

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Miller, Angela "Benito Juarez High School and Dropouts". 1985.
Unpublished Doctoral Paper. Chicago, IL: University of Illinois at Chicago.

"Benito Juarez High School and Dropouts"

Angela Miller

Unpublished Paper at University of Illinois at Chicago, 1985.

This paper discusses the results of surveys given to students and parents at Benito Juarez High School in Chicago. This school is more than 90% Hispanic in enrollment. The vast majority of the students are Mexican American. Among the findings in this study are included the following: 1) Although there was a great deal of gang activity in the area of the school studied, there was little evidence of gang activity in the school itself. The establishment of a safe learning environment was the result of close work with parents and community which resulted in the establishment of shared values in the operation of the school; 2) Many students could be identified as being potential dropouts due to being far behind in credits but when surveyed these same students did not understand the relationship of not achieving and being at risk of leaving school; 3) Financial hardship was a major reason for leaving school; 4) More than 90% of Hispanic parents surveyed stated that they would endure serious financial hardship in order to see their child graduate from high school.

Moore, Donald. Barriers to Excellence in Illinois 1985. Chicago,
IL: Designs for Change.

Barriers to Excellence in Illinois.

Donald Moore and Designs for Change. 1985.

This report summarizes the contributions of teachers, parents, students, child advocates, business people, and academic researchers throughout Illinois on the the topic of achieving excellence for all children in Illinois schools. The format followed by the Board of Inquiry's Illinois hearings resembles that of the National Board of Inquiry on Schools' outline. Key problems are identified as obstacles to excellence in Illinois schools and thus in Illinois children. These problems are discussed within the context of several topics:

1) Discrimination and differential treatment;
2) Threats to an effective mainstream learning program;
3) Inadequate responses to special needs;
4) Barriers to public involvement.

Donald Moore. The Bottom Line: Chicago's Failing Schools and
How to Save Them. 1985. Chicago, IL: Designs for Change.

The Bottom Line: Chicago's Failing Schools and How to Save Them.

Donald Moore and Designs for Change. 1985.

The Bottom Line is a summary of a research report conducted by the Chicago School Watch Research Program that explored the improvements needed in Chicago's public schools in order to increase reading achievement. The Chicago

School Watch Research Program concluded that Chicago's elementary schools are failing to prepare students for high school work.

Moreover, they found that previous efforts to improve elementary school reading achievement have been unsuccessful in raising Chicago students' reading achievement scores closer to the national average.

These problems were identified as most severe in elementary school preparation of ninth graders entering segregated high schools.

Examples of effective school programs in other states are briefly described.

Finally, an agenda for achieving quality in Chicago schools is outlined. Ten points are specified and discussed as essential in the rescue of Chicago's failing school system.

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National Board of Inquiry *Barriers to Excellence: Our Children At Risk.* 1985. Chicago, IL: Designs for Change.

Barriers to Excellence: Our Children At Risk.

National Board of Inquiry. 1985.

The Board of Inquiry conducted a year long investigation to identify the changes needed in schools. This task was approached by focusing on the children who are not being served adequately in these schools. Four main topic areas are discussed in this book:

1) The hazards of discrimination and differential treatment to children; including class, racial, cultural, sex, and special education discrimination;

2) The obstacles that impede the educational success of all children;

3) Economic limitations of schools, children, and their families;

4) Steps that can be taken by administrations, leaders, principals, teachers, and parents.

Finally, a section is devoted to recommendations and goals. The goals are discussed individually within the context of action(s) necessary at federal, state, and local levels.

National Commission on Secondary Education for Hispanics *Make Something Happen: Hispanics and Urban High School Reform.* 1984. New York: Hispanic Policy Development Project. Volumes1 and 2.

Make Something Happen: Hispanics and Urban High School Reform.
National Commission on Secondary Education for Hispanics
Hispanic Policy Development Project. New York. 1984. Vol. 1.

This project was created by the Hispanic Policy Development Project to explore the reasons behind the failure of so many Hispanic high school students. The National Commission on Secondary Education for Hispanics proceeded on this investigation first of all by reviewing the research on Hispanic education and then analyzing the recent studies on American public high schools. With this information as a base to guide its work, the full Commission (16 members - Hispanic and non-Hispanic with diverse backgrounds and professions) made field visits to inner city schools and communities in Los Angeles, San Antonio, Miami, New York, and Chicago. The Commission met with students, teachers, parents, administrators, community leaders, educators, business, and professional leaders to discuss the Hispanic high school dilemma, possible solutions, successful programs and strategies.

A section of the study discusses the findings and recommendations produced by the project. Seven main conclusions were drawn:

1) Personal attention, adult contact, and family involvement with schools enhances Hispanic student performance.

2) A school's effectiveness is improved when the school, parents, and students work together on defining needs and developing programs.

3) The curriculum crisis in American secondary institutions, thataffectsallAmericanyoungsters, istwiceassevere for Hispanics.

4) Work experience is directly related to the performance and retention, higher education and career options, and employability of Hispanic students.

5) Evidence indicated Hispanics' recognition of the importance of the English language.

6) The Spanish language is not seen as a valuable resource for the Hispanic student, the schools, and the nation.

7) Diminished federal support to school districts has adversely affected low-income students and non-English speaking studentsas well.

Make Something Happen: Hispanics and Urban High School Reform.
National Commission on Secondary Education for Hispanics.
Hispanic Policy Development Project. New York. 1984. Vol. 2.

This second volume of the study undertaken by the National Commission on Secondary Education for Hispanics and sponsored by the Hispanic Policy Development Project contains a section where a series of Hispanic profiles are provided including size, growth, and characteristics of the National Hispanic population; a comparative analysis of Hispanic sub-groups; characteristics of the Mexican-American, Puerto Rican, Cuban-American, and other Hispanic populations.

In another section, the Commission briefly describes "High School and Beyond" (HSB), a national longitudinal study of high school sophomores and seniors. The project followed the progress of about 58,000 youngsters throughout high school and the transition period to post-secondary education, work, and family formation. The Commission furthermore makes descriptive analyses of data yielded by HSB; specifically the Hispanic sophomore cohort is described.

An additional section contains papers on topics of relevant interest.

New York State Democratic Task Force on Truancy. *Truancy in the Public Schools of New York City.* March 1978.

Truancy in the Public Schools of New York City.

New York State Senate Democratic Task Force on Truancy

March, 1978.

This paper addresses the problem of truancy in New York City Public Schools. Section I describes the problem and in subtopics discusses its implications at socioeconomic; fiscal economic development, and expenditure levels.

Section II examines the measurement of truancy and makes relevant comparisons. Several analyses are conducted in this section on attendance by county and school district, in the six largest New York State Schools, and in New York City and other American cities. A statistical measure of the dropout rate is also provided.

Section III summarizes the report. Among the findings yielded by this research effort are:

1) That absenteeism is increasing;

2) A low absenteeism rate is seen to occur on exam days;

3) Absenteeism increases with each succeeding class and age group;

4) Students living with both parents experience a low rate of absenteeism;

5) College prep program students have the lowest rate of absenteeism.

Specific measures for improving attendance are recommended.

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O'Neill, Jerome V. Utilizing a High School Student Volunteer Program to Improve Low Income Youth's Attendance and Achievement and to Expand Career Awareness. Unpublished Practicum Report from Nova University. 1985.

Utilizing a High School Student Volunteer Program to Improve Low Income Youth's Attendance and Achievement and to Expand Career Awareness.

Jerome V. O'Neill

Unpublished Practicum Report for Ed. D. from Nova University. 1985.

This study describes a high school student volunteer program targeting low income and minority youth who are predominantly Hispanic. Four Chicago area public schools were involved in the study - two elementary and two secondary schools. Racial and income breakdowns for each school are provided.

One hundred and ninety-seven (197) student volunteers served as peer and cross-age tutors and peer counselors. Thirty-five (35) of these students served as cross-age tutors to selected elementary students deficient in reading and math skills.

The program objectives are described. These include: the maintenance of average attendance rate for the two high school sites, involvement in achievement in either reading or math for tutor and tutee, increase in career awareness, entry jobs, college information, and other job preparation skills.

A section describes the evaluation of the program. Three of the four objectives were attained. Modifications in the program are recommended increase likelihood of success.

Orfield, Gary et. al. The Chicago Study of Access and Choice in Higher Education1985. Chicago, IL: University of Chicago Press.

The Chicago Study of Access and Choice in Higher Education

Gary Orfield et al.

University of Chicago Press, 1985.

This study examined the access and choice of higher education institutions in Chicago. A main objective was to record differences in backgrounds of students in the Chicago area institutions and to note who qualifies for admission to selective institutions and who doesn't. The topic was approached and discussed within the context of two headings: Higher Education and Inequality in Metropolitan Chicago and Patterns and Causes of

Inequality. Under these two headings specific relevant sub-topics are addressed. The mass of data gathered yielded a number of conclusions. Mainly the report documented a system of educational inequality in Metropolitan Chicago from elementary and secondary institutions on through community colleges and universities. Minority students were found to attend the least adequate high schools, experience considerable dropout rates, attend the least adequate community colleges as well as the least selective universities, and to have low college completion rates. A cycle of inequality is perpetuated when city high schools draw their teachers from the same noncompetitive schools minorities are channeled into. These conclusions are elaborated and pertinent recommendations are discussed.

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Orum, L. "Hispanic Dropouts"Community Resources. July, 1984.

Hispanic Dropouts

L. Orum

Community Resources. July, 1984.

This paper examines the characteristics of Hispanic community-based programs designed to address the needs of dropouts in their communities. Interviews were conducted with 34 Hispanic community-based organizations reputed to be effective in providing educational services. These programs were found to be different from other public and private programs in both philosophy and operation. The characteristics of these programs are elaborated. Overall programs were found to be effective in meeting the needs of dropouts.

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Pascarella, E. T. and Terzini, P.T. "Predicting Freshmen Persistence and Voluntary Dropout Decisions from a Theoretical Model." Journal of Higher Education. 1981. Vol. 51, No. 1.

"Predicting Freshmen Persistence and Voluntary Dropout Decisions
from a Theoretical Model."

E. T. Pascarella, and P. T. Terzini

Journal of Higher Education. 1981. Vol. 51. No. 1.

This paper discusses a theory based model for explaining and predicting the dropout process. The institutional model developed by Tinto seeks to explain dropping out from institutions of higher education. The model is longitudinal and sees persistence or dropout behavior primarily as a function of the quality of a student's interactions with the academic and social systems of the college.

The present study examines the predictive validity of a measure developed specifically to assess these two dimensions. Furthermore, the experiment investigates whether such measures based on the elements of Tinto's model would significantly discriminate between freshman year persisters and voluntary dropouts. The results of the study supported the predictive validity of the principle dimensions of the Tinto model. The implications of these findings are discussed as are the limitations in making determinations from the data.

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Phillips, G. and Rosenberger, T. "Breaking the Failure Cycle in an Inner-City High School." NAASP Bulletin Vol. 67: 33-35, Nov. 1983.

"Breaking the Failure Cycle in an Inner-City High School."

G. Phillips and T. Rosenberger

NAASP Bulletin, 67: 30-35, Nov. 1983.

The School Improvement Project is discussed in this paper. It describes one school's efforts to combat truancy, vandalism, and apathy. The success of the project is reflected in improved scores on the IOWA Test of Basic Skills, improved teacher and student attendance, increased number of honor students, reduced student course failures, and reduced incidents of violence and discipline referrals.

The paper further outlines a number of variables that might account for the dramatic improvements at the school. Among these factors are increased concern on the part of teachers, parents, and students to improve their school; teachers acting more like role models (i.e. improved attendance); developing more meaningful roles for the students (such as task force members, tutors); utilizing the power of the peer group in a positive way.

Powers, S. and Wagner, M. "Attributions for Success and Failure of Hispanic and Anglo High School Students." Journal of Instructional Psychology. Vol. 10, No. 4, pp. 171-176.

"Attributions for Success and Failure
of Hispanic and Anglo High School Students."
S. Powers and M. Wagner
Journal of Instructional Psychology, Vol. 10, No. 4, pp. 171-176.

The multi-attributional causality scale was used to examine the achievement locus of control of 64 Hispanic and 87 Anglo high school students. Sex and ethnic differences were also considered within this study.

The results indicated that Hispanic students tended to be more internal in their attributions about academic success than Anglos. Hispanic students attributed their success more to effort (internal) than to luck (external). It also found that Hispanic students attributed their failure to lack of ability. This would be expected to decrease self-esteem.

These results were discussed within the framework of attribution theory.

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Puglisi, O. and Hoffman, A. "Cultural Identity and Academic Success in a Multicultural Society: A Culturally Different Approach." October 1978, p. 495- 498.

"Cultural Identity and Academic Success in a Multicultural Society:
A Culturally Different Approach."
O. Puglisi andA. Hoffman
Social Education. October, 1978, p. 495-498.

This paper addresses the cultural needs of minority group children. The culturally disadvantaged model posits the premise that minority individuals are characterized by cognitive, value, and linguistic deficiency when evaluated according to culturally determined norms. These authors cite the destructiveness of programs and strategies that are designed to address these "deficits" by facilitating acculturation and assimilation to the dominant group.

The culturally different model is proposed by those authors as an alternative model for meeting the educational needs of these minority groups. This model assumes that each culture in a multicultural society has a worth; that cultural variation is desirable and should be encouraged. A brief illustration of the model with references to Mexican-American children is also provided.

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Raymond, E. "A Volunteer Dropout Prevention Program." NAASP Bulletin. Vol. 62, No. 414, pp. 91-97, Jan. 1978.

"A Volunteer Dropout Prevention Program."

E. Raymond

NAASP Bulletin. Vol. 62, No. 414, pp. 91-97, Jan. 1978.

A dropout prevention program and its success is outlined in this paper. The program focuses on improving reading skills, school attendance, class performance, and self concept. Participation in the program is strictly voluntary.

The results of the project boasted a 75% decrease in truancy rate and an increase of 33% in G.P.A. for the students participating. Program staff cite the personalizing of education, the showing of care and concern, and the boosting of morale in students as primary factors in the program's success.

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Rosenbaum, Dennis and Grant, Jane A. Gang and Youth Problems in Evanston: Research Findings and Policy Options. 1983. Evanston, IL: Center for Urban Affairs and Policy Research, Northwestern University

Gang and Youth Problems in Evanston: Research Findings and Policy Options

Dennis P. Rosenbaum and Jane A. Grant

Center for Urban Affairs and Policy Research, Northwestern University 1983.

This study explored three main areas: 1) The nature and magnitude of

Evanston's gang problem; 2) Previous efforts toward the control and prevention of gang activity; 3) future modifications necessary to enhance Evanston's current response strategy to the problem.

Data were drawn from numerous sources. Several different methods were used to gather the data. Neighborhood meetings and conference meetings were attended. Research interviews were conducted, confidential surveys were administered, agency records were used to obtain information from police, city officials, social service agencies, community organizations, local residents, students, gang members, and others. A total of 27 sources within Evanston, as well as out of Evanston, were used for the study.

A section addresses policy recommendations that emerged as a result of the findings of the study. Agency specific recommendations are discussed for the police, school system, city agencies and commissions, local service providers, neighborhoods, churches and businesses. Finally, new stategies are also recommended.

Rumberger, Russell W. "Dropping Out of High School: The Influence of Race, Sex, and Family Background. American Educational Research Journal.Summer1983,Vol.20, pp.199-220.

"Dropping Out of High School:

The Influence of Race, Sex, and Family Background."

Russell W. Rumberger

American Educational Research Journal. Summer, 1983, Vol. 20, No. 2, pp. 199-220.

This paper looks at the high school dropout problem in 1979 and examines why students leave school and some of the factors that influence their decision. Differences are examined according to sex, race, and family background. The results of the study yield a variety of reasons why students leave school.

For women, pregnancy or marriage tend to be primary factors leading to the decision to leave school. Young men leave to go to work. Family background emerged as a strong predictor of dropout behavior and accounted for most of the racial differences in dropout rate. Ability and aspirations were other factors found to influence the dropout decision. The limitations of data are also discussed.

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Russ, Edwin "A Longitudinal Comparison of Minority and Non-Minority College Dropouts: Implications for Retention Improvement Program." Personnel and Guidance Journal. Dec, 1982, Vol. 61 (40) pp. 2 32-235.

"A Longitudinal Comparison of Minority and Non-Minority College Dropouts:
Implications for Retention Improvement Program."

Edwin A. Russ

Personnel and Guidance Journal. Dec. 1982, Vol. 61 (4), pp.232-235.

This article argues in favor of longitudinal retention studies citing the limitations of retention studies based on operational definitions that impede the distinction between "voluntary dropouts" and dropouts due to dismissal.

One such study examined the four year enrollment histories of 208 minority and 2,986 non-minority first-time freshmen at the University of Mississippi. The results highlight the value of making the distinctions noted above. The most notable finding was the tendency for minority students to exhibit greater voluntary persistence than non-minority students. Implications for student retention are also discussed based on the inference from the findings that institutional "climate" may be an influencing factor.

San Juan Cafferty, P. and Rivera Martinez, Carmen. The Politics of Language, the Dilemma of Bilingual Education for Puerto Ricans. 1981. Boulder, Colorado: WestviewPress,Inc.

The Politics of Language,

the Dilemma of Bilingual Education for Puerto Ricans.

Pastora San Juan Cafferty and Carmen Rivera Martinez

Westview Press, 1981.

This book presents an analysis of bilingual education policy and programs particularly as they affect the needs of Puerto Rican youth in the United States. Among the topics discussed under this main objective are language, culture and national identity, bilingual education in the United States, bilingual education in Puerto Rico, Puerto Rican migration, case studies are used to give an in depth personalized understanding of the importance of bilingual education to Puerto Rican people.

Smith, M.D., Zingale, S. A., and Coleman, M.J. "The Influence of Adult Expectancy - Child Performance Discrepancies Upon Children"s Self-Concepts." American Educational Research Journal. Spring 1978, Vol. 15, No.2, pp. 259-265.

"The Influence of Adult Expectancy/ Child Performance Discrepancies

Upon Children's Self-Concepts."

M. D. Smith, S. A.Zingale, and M. J. Coleman

American Educational Research Journal. Spring 1978, Vol. 15, No. 2, pp. 259-265.

In this study, the influence of parent and teacher expectations on child's performance is examined as it relates to the child's self-concept. These adults tend to expect children from higher SES backgrounds to perform better academically relative to children from a lower SES group.

The results of this study found that the discrepancy between adult expectations and child performances was large for high SES children who met with academic failure. This discrepancy resulted in lowered self-concept for this group. Children from low SES backgrounds, however, did not suffer impaired self-concept since adult expectancy/child performance discrepancy was comparatively small.

Spergel. Irving A., Youth Gang Activity and the Chicago Public Schools. November, 1985. Report to the Illinois State Board of Education in Collaboration with the Chicago Public Schools. Chicago, IL: University of Chicago.

Youth Gang Activity and the Chicago Public Schools

Irving A. Spergel

Data from various sources was employed to describe the scope and seriousness of the gang problem. Distinction was made between the presence of gangs and the gang problem. The author concludes that the gang presence is pervasive in Chicago. It affects all neighborhoods, all high schools and some elementary schools. Only a small proportion of total city crime occurs on school property. In the 1984-1985 school year, 20% of all aggravated batteries and 26% of all robberies in the public schools were gang related.

Spergel found that the presence of gangs and gang members in a school does not necessarily indicate a gang problem. Some high schools with few gangs have many members and many problems while some selective or magnet high schools have many gangs, but probably fewer gang members and relatively limited gang problems.

Using data from various sources the author analyzed the relation of the presence of gangs and school structural characteristics and structural variables. He reported that the gang problem appeared to be modestly and coonsistently related to the dropout problem. Furthermore, certain factors, such as poverty, race/ethnic segregation, and the small size of the school's enrollment appear to be high correlated with the dropout problem, but only indirectly and barely correlated with the gang problem in the school. School organizational and community structural variables may account largely for the drop out problem which in turn modestly contributes to the gang problem.

The author stated that gangs struck fear into students and interfered with academic performance. Gangs exercised a certain degree of influence over students in many high schools and probably influenced school administration in respect to student transfer policy. Gang victims tended to be gang members who, like gang offenders, had relatively poor school performance records. Gang incidents were not generally caused by commmunity intruders or persons unknown to the schools. Schools to some extent were unintended victims of the community gang problem.

There were three major approaches to the gang problem in the Chicago Public Schools discussed: 1) denial/tolerance/ separation; 2) deterrence; and, 3) organizational change and social development.

Nine policy recommendations were given which included: 1) the need for planning in addressing these problems; 2) additional school enrichment programs; 3) elimination of high schools serving highly segregated, low achieving, and gang ridden student populations; 4) school administration *maximally* involve parents and community in addressing these issues; 5) special training for principals in selected high schools with severe gang problems; 6) utitlization of consultant agencies by the school security unit to develop better approaches to these problems; 7) need for further research on the relationship between the dropout and gang problem; 8) establishment of School Discipline and Security Advisory Committee in all high schools and selected middle and elementary schools; 9) establishment of a Dean of Students and Community Relations Office in all high schools and selected middle and elementary schools.

Spilerman, S. "Sources of Minority Under-representation in Corporate Employment." Unpublished Paper.

"Sources of Minority Under-representation in Corporate Employment."

S. Spilerman

To Be Published Paper, 1985.

This paper discusses the career prospects of minority individuals in large corporations. Focus is directed toward the limitations of corporations in increasing minority employment in upper occupational slots. Spilerman also suggests strategies for the promotion of equity in business organizations.

Finally, the researcher discusses the part the minority individual himself must play in enhancing his opportunity for a corporate career. The role of education is addressed within the context of this theme. Included in his findings is a chart showing the high number of Hispanics who never enter high school.

Spilerman provides basic demographic facts in tables and graphs illustrating his point that the achievement of a minority presence in corporations that is proportional to the representation rates of the various groups in society necessitates a continued active role by business organizations.

Steinberg, L., Blinde, P.L., and Chan, K.S. "Dropping Out Among Language Minority Youth." Review of Education Research. Spring, 1984. Vol.54,No.1,pp. 113-132.

"Dropping Out Among Language Minority Youth."

L. Steinberg, L, P. L. Blinde, and Kenyon S. Chan

Review of Education Research. Spring, 1984. Vol. 54, No. 1, pp. 113-132.

This comprehensive review cites both direct and indirect evidence concerning school-leaving among language minority youth.

Five main conclusions are drawn from the literature review: 1) SES appears to be a strong predictor of dropping out, however, when SES is held constant, the data indicate that Hispanics drop out of school at a rate higher than youngsters from other ethnic and racial backgrounds. Another predictor of dropping out among Hispanic youth is early academic failure; 2) Language minority youth drop out at a rate higher than those whose primary language is English. Important to note is that an individual's own language usage has a stronger impact on his/her school completion than does the language usage pattern of the individual's family; 3) Language minority Hispanic youngsters drop out at a higher rate than do language minority youth from non-Hispanic backgrounds; 4) Language minority status tends to be associated with grade retention and low academic achievement and this seems to be more prevalent among Spanish-speaking youth than among non-English (or Spanish) speaking youth; 5) The lower school achievement of non-English-speaking youngsters does not seem to be due to cognitive deficiencies or to parent attitudes toward schooling.

In addition, four hypotheses are discussed as suggestions for future research on this topic.

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Stroughton, C. and Grady, B. "How Many Students Will Drop Out and Why?" North Central Association Quarterly. Vol. 53, No. 2, pp. 213-315. Fall 1978.

"How Many Students Will Drop Out and Why?"

C. Stroughton and B. Grady

North Central Association Quarterly. Vol. 53 n. 2., pp. 213-315. Fall 1978.

Current methods of predicting dropout rates and the flaws inherent in such methods are discussed. Mainly cited as a problem with defining dropouts is the definition in terms of the specific age, usually 14-16, that most state laws require a person to be before he can drop out. Overlooked are those young people who never enroll in secondary school, the point of departure for most dropout studies.

An alternative method for computerized dropout rates is suggested. This method consists of the gathering of data over several years. A study utilizing this method is discussed.

TUSD Drop Out Prevention and Re-Entry Program Advisory Comm. Drop Outs - Drop Ins: Improving TUSD"s Prevention and Retrieval Efforts.

Dropouts/Drop Ins: Improving TUSD's Prevention and Retrieval Efforts.

TUSD Drop Out Prevention and Re-entry Program Advisory Committee, 1985

This report summarizes the efforts of the Dropout Prevention and Re-entry Program Advisory Committee on the topic of developing programs for potential dropouts, and programs that will help retrieve those already dropped out of school.

An introduction discusses current TUSD dropout prevention and re-entry programs as well as dropout reporting procedures. These programs are broken down by regular junior high schools, regular senior high schools, and alternative education.

Forty-one recommendations are discussed within the context of five specific areas: 1) identification; 2) prevention;3) intervention;4) re-entry; 5) administrative.

The recommendations, rationale, implementation, person(s) responsible, and cost to district within each of the categories is also outlined. Additionally, recommendations are priority ranked in each of the areas. A summary and conclusions section highlights the main features of the Committee's recommendations and suggestions.

Willig, A. C., Harnisch,D.L., Hill, K.T., and Maehr, M.L.

"Sociocultural and Educational Correlates of Success-Failure Attributions and Evaluation Anxiety in the School Setting for Black, Hispanic, and Anglo Children." American Educational Research Journal. Fall, 1983. Vol. 20, No. 3, pp. 385-410.

"Sociocultural and Educational Correlates of Success-Failure Attributions and Evaluation Anxiety in the School Setting for Black, Hispanic, and Anglo Children."

A. C. Willig, D. L. Harnisch, K. T. Hill, and M. L. Maher

American Educational Research Journal. Fall, 1983. Vol. 20, No. 3,
pp. 385-410.

This article examines the role that social, cultural, and personal factors play in modifying the achievement attributions and evaluation anxiety of 397 Anglo, black, and Hispanic fourth through eighth graders. Specifically examined was the relationship of test anxiety and eight caused attributions (ability, effort, luck, and task difficulty as applied to both school success and school failures) to achievement test performance and to socio-cultural variables such as ethnicity, level of parental education, family intactness, and mobility of family. These variables were considered in developmental terms as children progressed from grades four to eight.

More specific questions were also posed - including examining the attributional/anxiety responses, achievement, and other background variables of Hispanic children in light of their relation to degree of acculturation. The results of the study indicated that motivation contributed to low academic achievement in all groups, but factors varied for different groups.

Anxiety scores tended to be more predictive for Hispanic children; causal attributions were more predictive for black and Anglo children. The present research, furthermore, makes important implications concerning the variation that exists both within and between various ethnic groups; individual differences must be taken into account in the development of future research as well as in the development of effective motivational programs where there are different ethnic and socio-economic groups.

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Zarb, J.M. "A Comparison of Remedial, Failure, and Successful Secondary School Students Across Self-Perception and Past and Present School Performance Variables." Adolescence. Vol. 19, No. 74, Summer 1984, pp. 335-348.

"A Comparison of Remedial, Failure, and Successful Secondary School Students Across Self-Perception and Past and Present School Performance Variables."

J. M. Zarb

Adolescence. Vol. 19, No. 74, Summer 1984, pp. 335-348.

This study compared three groups of 9th and 10th graders across self-perception (past and present) and attribution variables. The first group - remedials - was identified by their membership in remedial math and English classes; failures were those students in regular classes failing three or more courses; controls were successful students with no more than one failure.

Significant differences were found between all three groups on several variables. The results were discussed under the corresponding self-perception, school performance, and attribution measures. School failure seemed to be related to emotional difficulties to a lesser degree for the failure group relative to the remedial group, which tended to suffer more academic and intellectual deficiencies. Failures and remedials and their teachers attributed student failure equally between insufficient effort on the student's part and on difficulty in understanding the material.

APPENDIX

Responses from Survey of High School Principals

STUDY OF THE CHILD AT RISK OF DROPPING OUT

Principal Survey

Principal's Name:______________________________School:____________________________________

1. Considering your high school, to what degree do the following factors contribute to students' dropping out of school? (Circle 1 - Most Important to 5 - Least Important).

	MOST IMPORTANT	VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	LEAST IMPORTANT
Course failures	1	2	3	4	5
Pregnancy	1	2	3	4	5
Fear of gangs in school	1	2	3	4	5
Fear of gangs in the neighborhood	1	2	3	4	5
Irrelevant curriculum	1	2	3	4	5
Peer pressures	1	2	3	4	5
Teacher absenteeism	1	2	3	4	5
Student class cuts	1	2	3	4	5
Student truancy	1	2	3	4	5
Student language problems	1	2	3	4	5
Other:__________ ______________ (please specify)	1	2	3	4	5

2. Considering events that occur within the community at large, to what extent do they contribute to students' not attending school? (Circle 1 - Very Serious to 4 - Not At All Serious).

	VERY SERIOUS	SERIOUS	MODERATELY SERIOUS	NOT AT ALL SERIOUS
Bad weather	1	2	3	4
Gang activity	1	2	3	4
Locally high unemployment rate	1	2	3	4
Family upheaval (divorce, death, etc.)	1	2	3	4
Teacher strike	1	2	3	4
Other: ____________ (please specify)	1	2	3	4

3. To what extent do you think student absenteeism is a problem in your school? (Circle one).

Very Serious Serious Moderately Serious Not At All Serious

4. To what extent do you think student class cuts are a problem in your school?

Very Serious Serious Moderately Serious Not At All Serious

5. In what month in each semester does your school experience the greatest amount of truancy or dropping out?

TRUANCY: 1st Semester: ____________ (month) DROPPING OUT: 1st Semester: ____________ (month)

2nd Semester: ____________ (month) 2nd Semester: ____________ (month)

6. What is the average weekly caseload of truant officers assigned to your school? ____________

7. How accurate would you say the attendance reporting is using the existing attendance and leave code systems? (Circle one).

Very Accurate   Accurate   Inaccurate

8. If you feel the current system should be improved, what suggestions do you have for a more accurate accounting?

9. Could parents help you in preventing truancy and dropping out? (Circle one).   YES   NO

10. If "yes," how might they help?

11. Could the business community or other outside agency help you in your efforts to prevent truancy and dropping out? (Circle one).   YES   NO

12. If "yes," how do you feel they could help you?

13. What special programs, strategies, or interventions does your school currently use to prevent truancy and dropping out?

____

____

____

14. Do you have adequate books and supplies for your academic programs? (Circle one). YES NO

15. Do textbooks arrive in time for classes each semester? (Circle one). YES NO

16. If "no," for which courses did you not have textbooks?

____

____

____

17. Including you, how many principals have there been at your school within the last 15 years? __________

18. Approximately how long has been the tenure of each principal? __________

19. Do you agree that summer school and evening classes are helpful to the child at risk of dropping out? (Circle one under each category).

SUMMER SCHOOL: YES NO EVENING CLASSES: YES NO

20. Would you welcome the idea of summer and evening classes at your school? (Circle one under each category).

SUMMER SCHOOL: YES NO EVENING CLASSES: YES NO

Appendix

8. If you feel the current system of attendance reporting should be improved, what suggestions do you have for a more accurate accounting?

- additional staff in terms of a counselor
- attendance counselor
- or even clerical or paraprofessional help to do follow-up on problems

- more help, e.g., full-time attendance officer

- provide credit for drop-outs who have re-enrolled after the year of their drop

- all schools use the same codes

- inservice of status clerk and staff as to leave code and its functions

- new student sign-out cards should have codes removed; this is not student information

- division teachers record keeping improvement

- A transfer student should remain in membership count of the sending school until enrolled by receiving school.
- Records should be corrected to eliminate from drop-out count a former student (drop-out) that has returned to school.
- A "lost" student age 16 or above should not be counted as a drop-out since whereabouts are unknown.

-adequate personnel to do the job well

- All student attendance accounting schould be computerized.

- computerize class and school attendance

- The attendance system could by computerized, and attendance could be taken and recorded on a period-by-period basis, and we could be provided with an instand readout on each student's attendance.

- better use of computer aids

- computerized

- The new system should work if everyone adheres to the entire procedure. There should be some monitoring system.

- use the information on the transfers and status cards
- A new system is now being used ('85-'86) and an evaluation will be needed after a year.

- F.T.B.'s and all new teachers should receive an inservice regarding accurate record keeping before being sent to a high school.

- New system appears adequate.

8. (cont.)

- There is tremendous duplication of paper work in the new system. It takes many hours and remains a concern for weeks.
- We must be certain not to count students as drop-outs two or three times because the high school allows them to return after supposedly having dropped out permanently.
- computerize the phone calls to parents
- The newly revised procedure is good and answers most of the previous problems.
- all right with current explanations and new codes
- follow-up paperwork is too extensive
- computerize the entire system
- periodic workshops for staff to improve procedures
- Night school, while a viable option for some, should not be considered a legitimate transfer. A fully computerized system for recording attendance, tardies and class cutting would go a long way to helping us curb chronic attendance problems.

10. If parents could help you in preventing truancy and dropping out, how might they help?

- communication between parents and their child
- parents could monitor student attendance
- spend more time with their child

- exhibit more interest in their problem children
- visit school regularly to confer with teacher on student progress
- provide accurate home/work phone numbers

- exert more control over student, become more involved in their attendance and progress, and stay in touch with school

- more consistent follow-up, particularly after a problem of attendance is perceived by the school and reported to the parents

- requires a life-long committment to education and ongoing sharing of that attitude with their children

- work in our attendance office
- stress importance of regular attendance

- more direct accountability and participation in conferences with school staff and their child

- by informing school when student must be absent
- by not keeping student out of school for foolishness, i.e. to shop, to babysit, to get hair styled

- by parent involvement in school activities

- parental monitoring and counseling regarding school

- by visiting the school on a regular basis (monthly) to check their child's attendance and academic progress
- active participation in monthly school council meetings and all school affairs
- supervising homework assignments
- helping child to prepare the day before school

- show more concern by attending parent meetings and other activities sponsored by the school as a way of keeping communications open between school and home

- monitoring of their own children

- by refusing to keep students home from school to babysit, guard the house, run errands

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- by providing better support for their children - a place to study, help with homework and, most importantly, encouragement to stay in school

- support school attendance - provide for student economically

- give education a higher priority

10. (cont.)

- by being parents, and assuming responsibility for parenting teen-age students instead of shuttling them back and forth between divorced parents

- by showing interest in their child's education before problems develop

- by instilling values in the child before they ever come to school - creating the proper home environment that values a love of learning, respect for others, etc. You do not learn these values separate from the role model of the home.

- parental guidance and firmness in helping students to understand the real purpose of their attendance
- Parents could increase their interest and involvement in their children's progress.

- become more involved with students when problem attendance patterns are first noted

- become more aware of where their children are, who they are with, and what they are doing

- take responsibility in making sure their children attend school

- more parental involvement in the entire educational process

- monitoring their children

- by being concerned about and interested in the academic progress of their children, especially in those cases where there are school adjustment problems

- by supporting the Uniform Discipline Code

- actively participating in school programs

- encourage their sons and daughters to attend

- encourage students to attend school regularly
- parent volunteers to assist in informing other parents
- participate in school more often

- They can support the school, provide moral support for the child, involve themselves in the child's progress. The school provides parent counseling to help in achieving the above.

- work with their own children regarding attendance

10. (cont.)

- From everything you read, truancy, dropping-out, cutting, etc. are symptoms of problems, not the problem. Parents' attitudes, lack of confidence, personal patterns, home confusion often sow seeds of failure which are hard to reverse in spite of intense efforts.

- By coming to school on a regular basis, reading the report card and responding to school calls. They should also keep school informed of address and phone number changes.

- use parent volunteers to track truants and report to parents

- At our parent meetings and in newsletters, we encourage parents to schedule doctor's appointments, etc., at a time when school is not in session.

- Parents should follow through in the belief that education is an important and necessary value. Parents should not allow their children to remain at home for frivolous reasons.

- encourage students to attend daily by careful supervision of students' time and activities

- encourage children to come to school

- be responsible for his child/help in influencing one other parent in being responsible

- counsel and guidance

- They are informed by telephone on absences, tardiness, and cuts. They are asked to contact the attendance office for details on their students.

- Parents have the legal responsibility for enforcing regular and prompt attendance. More attention to their responsibilities by its parent will result in improved school attendance roles ty the specifically identified at-risk students.

- by supporting the school's programs of truancy and drop-outs in their homes and in relationships with their children

- constant contact with the school before

- Parents could help by participating in school events, especially by attending counseling and support groups.

- contacting and counseling other parents

- supporting school in providing supervision of homework; maintaining communication/contact with teachers; attending informational workshops

- attending school-paret-student conferences
- stop keeping students for housekeeping, babysitting and other non-illness excuses
- check to see that their children are in school

10. (cont.)

- Parents should take an active part in their students' education. They should be aware of and act on attendance information from the schools.
- by contacting parents of poorly attending students
- telephone calls to other parents
- Parents may help by making a special effort to insure that pupils attend school regularly and promptly.
- more involvement with school
- develop support systems for students
- communicate with counselors and administration
- check child's attendance regularly; pick up report card; respond to failure notice and confer with teachers; become involed and join the P.T.A.
- Sad to say, it is extremely difficult to get parents to come to school on a regular basis, i.e. volunteer work, committees, advisory councils.

12. If the business community or other outside agency could help you in your efforts to prevent truancy and dropping out, how do you feel they could help you?

- community agencies, businesses, recreation and park facilities and concerned citizens should set up programs for students late evening involvement in the school community

- job incentives and mentor examples

- by providing resource persons to schools to discuss job possibilities and academic requirements
- by providing part-time employment to deserving students
- by aiding the school financially and with gifts to provide incentives to students maintaining excellent attendance and academic progress

- by offering internship programs between business community and school; let the students know that if they successfully train for a career employment is available; the business community in this way can help us to create an incentive for students to attain a high school diploma and training beyond

- motivation programs; providing jobs

- Stores and recreation halls can cooperate by not allowing students to "hang out" in or about the premises during school hours.

- adopt a school
- local involvement in career awareness
- sharing with schools role models and successful programs
- provide an introduction to the world of work

- provide individuals to call and visit homes to augment services of truant officers and social workers
- part-time employment for present students; full-time for graduates; provide speakers; help update curriculum; be an "Adopt-a-School" company

- insist that students not loiter in business places during school hours; police on the street and security persons in business places should adopt a firmer attitude

- elimination of negative businesses, i.e. video game parlors, etc.
- provision of donated awards for perfect attendance contests

- Coca-Cola sponsors a drawing each month to award prize for perfect attendance

- reporting back to school any student absences and verifying student's schedule with administration

- with deployment of hi-tech tracking machinery
- by sending mentors
- part-time jobs

12. (cont.)

- The business community could provide part-time jobs for students whose families are in great need of financial improvement.

- not exploit child labor
- promote adult employment
- assist parents

- providing after school and summer jobs for students currently enrolled

- offering financial support to community-based counseling agencies; assist in closing down questionable businesses that harbor children during school hours (game room, grills, laundromats)

- counseling

- by providing part-time jobs in quantity

- providing part-time employment during the students' available hours

- The business community could provide some limited funding for school incentive programs along with part-time employment. Those who employ part-time could be more aware of students' school schedules and obligations.

- serve as role models/provide volunteer counselors

- providing additional part-time employment opportunities, while giving more attention to developing positive self-attitudes and specific job skills

- provide incentive programs

- more direct involvement so that students can see a specific relationship between the educational process and their future employment-societal goals

- hiring potential drop-outs

- I believe that more "work-study" programs could help reduce this problem.

- cooperating with teachers in the many work programs

- Many agencies provide support services to assist in keeping youngsters in school.

- Business can (and does) provide jobs for some students, especially through CWT Program. •Agencies can provide family supportive services. Youth agencies, like YMCA, have been most helpful in the past.

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12. (cont.)

- Children love us adults! They want to be around us and love personal attention. Unfortunately there are just too many students per adult to offer the intense and personal support. I love caring adults that take an interest (tutor, phone, etc.) in any of my students. It helps!

- offering attendance awards
- youth motivation groups sponsored by successful alumni

- provide more job opportunities for our students

- The business community and community agencies should support the school's efforts in attempting to maintain the ongoing educational program to meet the needs of the students.

- could provide employment opportunities; counseling and motivation opportunities and support

- providing incentives to students for improved attendance

- make a committment to hire Chicago public school students who graduate

- A better system of notification of possible failures is needed (5 week notices). Funding is needed for the mailing of these notices to the individual homes.

- by supporting the schools' programs with speakers, visitors, etc.

- jobs programs - provide employment/training/financial assistance to indigent students

- by hiring students only if they are in an educational program
- There is also a need for the local business community to support the activities of the local school.

- Businesses (shops) in our immediate vicinity could help by preventing truants from congregating at their locales during school hours.

- by providing opportunities for part-time employment

- provide jobs and support for inner-city students

- their influence through some vehicle such as Adopt-a-School

- part-time/summer employment of students who are in school
- help school provide incentive awards for attendance

- by posters, supplying the organization planning and funds for parent groups

- more involvement with school and surveillance of business areas during school hours

12. (cont.)

- work/study programs (part-time salary)
- network with police and schools - monitor students during school hours

- offer jobs - summer/part-time to those students who remain in school
- offer salary increments to students based on excellence in academic pursuits

- report students out of school
- assist with part-time work

- The business community or other outside agencies could help by supplementing and/or augmenting local programs designed to prevent truancy and dropping out.

- provide resource, speakers, tours and jobs

- expand work study programs (CWT, etc.)
- support various school programs and offer more attendance awards

- Some business and outside agencies have come forward to assist at Clemente. We could always use more assistance, especially from Hispanic and other minority organizations. Our students need positive role models.

13. What special programs, strategies, or interventions does your school currently use to prevent truancy and dropping out?

- attendance counseling, counseling
- attendance awards program, monthly and yearly
- work study programs
- parent conferences
- in-school suspension

- solicit early identification of student with potential problems from classroom teacher for referral: counselors, truant officer, social worker
- recognition of good attendance: daily announcements, certificates, assemblies

- quick follow-up by phone, counseling of poor attendor, group guidance and individual sign-in sheets

- computerized "snitcher" phone; teacher and attendance office notification; counseling' parent-student-teacher-administrator conference

- perfect attendance awards for individuals
- highest attendance awards for divisons
- special counseling for truants
- computerized attendance and principal follow-up with division teachers

- summer contact of students listed (in 8th grade) at high risk
- division teacher calling days; robot calling nights
- incentives and prizes for perfect attendance

- student conferences; homeroom teacher follow-up with parents

- peer tutoring
- "adopt-a-Drop" - Staff members have adopted students who are potential drop-outs.
- Young Volunteers in America
- job readiness funded by A. S. McConnell Clark Foundation

- contract programs for students over age 15; group counseling for students with attendance problems and chronic failure

- a staff of special support people that include 6 counselors, 8 facilitators, 1 social worker, 1 psychologist, and 1 nurse

- TELSOL machine; weekly lottery - gifts and prizes given to 5 lucky perfect attendance winners; monthly events - special movies, dances, parties, gifts, assemblies, etc., provided for perfect attendance students

- Special Programs: "Drop-In"; "BES/CT - Basic Educational Skill/Career Training"

- Division teachers make daily calls to absent students. After 3 days, the student's name is placed on the truant list. The social worker, counselors, home-bound teachers and the school nurse are all working at different levels to help prevent truancy and reduce the number of drop-outs.

- installation of a home automatic dialing system in October, 1985; peer tutoring program; "Drop-In" program

13. (cont.)

- Freshman Orientation class (1 period per day for 1 semester)
- CWT program
- Dean of Women
- Job Center
- Career and Skills Development program
- Information Workshops for parents (15 per year)

- Work-study programs
- WECEP
- VEDORP

- special program - two majors at a time - for truant, capable freshmen

- Satellite Program
- Life Building Skills Program
- Early School Leavers Program
- Project ACCESS (Aspire Coca-Cola Educational Support Service)

- Counselors provide the intervention strategies through their personal contacts with potential drop-outs.

- We provide parents with early notification of potential problems including information on last year's attendance. Regular calls to homes, attendance officer visitation and group guidance are a part of our program.

- Ongoin Drop-Out Prevention Committee/students/parents/teachers/ community persons/sponsors/workshops, tours, assembly programs to combat drop-out

- intensive and readily available counseling activity, staff involvement in problem analysis, etc.

- drop-out prevention program - TMAT

- attendance office calling home daily
- attendance awards
- Drop-out Prevention Committee (on-going)

- referrals to a community agency; "Alternatives" by the counselors and social worker; referrals to the Board of Education "Double E." program

- Von Steuben has developed an effective attendance improvement program. All staff members are involved and considerable teacher-aide time is dedicated to this project.

- students must confer with principal; alternate programs within school are "hand Tailored" to meet individual needs

- individual - small and large group intensive guidance services

- Target classes
- computer science classes
- wide variety of electives
- calls to absentees during per. 1, 2, 3
- counseling
- work study

13. (cont.)

- athletics

- vocational classes such as CWT, offset print shop, multi-purpose shop (Chap. 1 funded), business training, Andersen Voc. Outpost, EVGC program in general, student and parent counseling, small classes, effective interested teachers

- early (5thweek) grades

- personal interest, counselor time (each counselor's main objective is to interview each student at least two times per year), monitor cutting closely and notify parents

- phone calls by division and class teachers
- incentive program sponsored by Peoples Gas Company and school rewarding good attendance, radios, calculators, pens, etc.
- requiring parent to come in for those cutting or with excessive absences

- Youth Education Program - 4th Area Police Department
- Gang Prevention Program (in-house)
- Youth Employment Projects - CWT, ICE, HERO, etc.

- Parents notify the school of absence in advance if possible or they inform the bus attendants. We phone the home to inquire about reasons for absence if we have not been notified. Students on mobility (CTA) call the school and we check back with the home.

- The lines of communications between the school and the home are open and honest. Recognition is given to students with good attendance and achievement. Parents are notified for each class cut and or absence.

- Child Care Center, support from community agencies, caring counselors and tea[illegible]

- che[illegible] every day absence of students

- counseling - incentives - summer school - re-entry programs

- TESOL; OUTPOST

- automatic telephone notification on all absences, excessive tardiness, and class cutting
- Parents are notified to see counselors for guidance. This is also done for miltiple failures.

- Counseling referrals to outside sources; parental involvement before at-risk students experiencing truancy; strategic use of service of truant officer; intervention techniques by school social worker.

- nothing special outside of the usual special education approach to the value of vocational and occupational preparation; it is a constant strategy

- counseling; jobs programs

13. (cont.)

- Project Assist
- Peer Tutoring
- Peer Counseling
- U. of C. Tutoring

- We have employed a computerized calling system to inform parents about their errant children and to solicit.

- the Transitional Center which serves the "child at risk."
- We also have a group counseling for parents.

- immediate teacher-parent communication, TELSOL (Automatic telephone caller), counseling

- automatic telephone contact; incentives and awards; counseling, clothes, etc.

- total involvement of parents
- one, two and sometimes even three calls on each absence
- use of the telephone automatic machine

- Omega Program for potential drop-outs
- immediate notification of parents
- referrals to other programs

- computerized attendance
- no division program
- coordination with the Fenger Evening School

- extensive/intensive counseling
- computerized tardy calls
- computerized absentee calls

- many - out school is a drop-out prevention facility

- early contact with home
- Englewood Outpost to offer special educational environment to potential drop-out
- alternitive school referrals, i.e. industrial skill center, Urban Youth Program

- Extensive counseling, attendance Lotto, careful monitoring of "cutting" and absences, computerized attendance, attendance robots are strategies, programs or interventions used to address truancy and droppint-out at my school.

- We have an attendance program where monthly awards are given for good attendance.
- work-study programs

- tutoring slow learners; internal suspension for minor intractions; closed campus policy; new computerized telephone system for attendance; monthly attendance awards

- Drop-Out Prevention Tutoring Program
- Re-entry program (returning drop-outs)
- Hospital Work Study (students down 2 or more credits

13. (cont.)

- March of Dimes Program for Pregnant Girls
- Group Guidance
- Expanded Voc. Ed. and Work-Study
- Academic Support Classes
- Computerized Assisted Instruction Lab.